DOCUMENT RESUME

ED 207 896 SO 013 620

AUTHOR Clark, J. R.; Barron, Deborah
TITLE National Survey of Economic Education, 1981. Grades Six Through Twelve.
INSTITUTION Phillips Petroleum Company, Bartlesville, Okla.
PUB DATE 81
NOTE 114p.; Some charts may not reproduce clearly from EDRS in paper copy or microfiche due to print on a dark background.
AVAILABLE FROM Playback Associates, 708 Third Avenue, New York, NY 10017 (free).

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Economics Education; *Educational Assessment; Educational Practices; Educational Research; Elementary Secondary Education; *National Surveys; Questionnaires; State of the Art Reviews; Teacher Characteristics; Teaching Methods

ABSTRACT

The purpose of this survey is to present a state of the art review of economics education programs, practices, and objectives in junior and senior high schools throughout the United States. A representative sample of 500 schools was drawn across America's urban and rural schools and approximately 500 personal and 275 written interviews were completed with economics teachers in these schools. The document includes three major sections and five appendices. In section I, the survey is introduced and the methodology is explained. Information is presented on the expert advisors who helped design the survey, sampling, questionnaire development, data analysis, and survey structure. In section II, an overview of major findings is presented. The findings discussed in this section indicated that the student constituency for economics has become larger and younger. Significant gains have been made in teaching economics since 1970; economics is approaching the status of a mainstream course of study in junior and senior high schools; teachers are devoting a larger portion of their class hours to teaching economics; teachers desire additional training both in the subject matter of economics and in how to teach economics; and a majority of teachers surveyed believe there are more teaching materials available for economics education than there were five years ago. In section III, the bulk of the document, detailed findings are presented on characteristics of economics teachers, the position of economics education in junior and senior high schools, importance of economics in the curriculum, teaching methods, content of the economics curriculum, favorite topics, teacher's assessment of teaching materials, use of materials, and needs of economics teachers. The document concludes with appendices, including a copy of the survey questionnaire and data on sampling procedures.
(Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207896

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Helen Conover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NATIONAL SURVEY OF ECONOMIC EDUCATION 1981

GRADES SIX THROUGH TWELVE

Conducted by Yankelovich, Skelly and White, Inc.

SO 013 620

Copyright© 1981 by Phillips Petroleum Company
Permission is hereby granted to reprint all or a portion of this material provided a credit line is given to Phillips Petroleum.
Copies of data-base printouts are available for research purposes upon request from Playback Associates, 708 Third Avenue, New York, New York, 10017. (800) 221-2223

The National Survey of Economic Education 1981 provides the first in-depth, national research data on economic education to appear in over a decade. The Survey fulfills a long-standing need to understand where we have been, where we are, and where we are heading in economic education.

The Survey appears at a time when economic issues compel the attention and concern of every American. The current changes in national economic policy underline the need for citizens who understand basic economic principles, and who, as voters, are able to make intelligent choices.

Our responsibility as educators is to give students the tools to participate fully in our society. A significant increase in the availability of economic education in the nation's middle, junior and senior high schools as shown by the Survey is heartening to those who have been working in the discipline for many years.

As in any good piece of research, *The National Survey of Economic Education 1981* raises almost as many questions as it answers, and provides a direction for future researchers. We appreciate the appearance of the Survey as a valuable addition to the literature on economic education.

David G. Imig
Executive Director
American Association of Colleges for Teacher Education

Michael A. MacDowell
President
Joint Council on Economic Education

Allen C. Kelley
Chair
Committee on Economic Education
American Economic Association

Scott D. Thomson
Executive Director
National Association of Secondary School Principals

Gordon Cawelti
Executive Director
Association for Supervision and Curriculum Development

Paul P. Purta
Executive Director
National Council for the Social Studies

William F. Pierce
Executive Director
Council of Chief State School Officers

TABLE OF CONTENTS

	Page
Introduction and Methodology	13
Overview of Major Findings	21
Detailed Findings	29
A. Economics Teachers: Who Are They?	31
B. The Position of Economic Education in Junior and Senior High Schools	35
C. Economics: What Portion of the Teacher's Teaching Load?	41
D. How Economics Is Taught	49
E. What Economics Teachers Are Teaching: The Overall Focus	53
F. What Economics Teachers Are Teaching: Specific Topics	57
G. Teaching Aids and Materials in Economic Education: The Teachers' Assessment	69
H. Teaching Aids and Materials in Economic Education: What Teachers Are Using	73
I. What Economics Teachers Need	85
Appendix A: Sampling Procedure and Respondent Selection	89
Appendix B: Table of Sampling Tolerances	93
Appendix C: The Questionnaire	97
Appendix D: States Mandating Economic Education	119
Appendix E: Teaching Aid Source Directory	125
Appendix F: Overview Bibliography	129

	Page
Grades Included in Schools As Reported by Teachers	17
Demographic Profile of Economics Teachers By Level of School	32
Teaching Profiles of Economics Teachers By Level of School	34
When Economics is First Introduced Into the Classroom By Level of School	35
Whether Economics is a Required or Elective Subject By Key Groups	36
Whether Economics is Mandated by Law By Area	37
When Economics is Mandated by Law	37
States in Which Economic Education is Mandated by Law	38
Percentage of Students Studying Economics Compared to Three and Five Years Ago	39
Percentage of Students Studying Economics Now Compared to Three Years Ago By Key Groups	40
Whether Teaching Economics is Main or Secondary Responsibility By Key Groups	41
Whether Economics Teachers Teach Other Subjects Besides Economics	42
What Other Subjects Economics Teachers Are Teaching Base: Those Teachers Who Teach Other Subjects Unrelated to Economics (51%)	43
Hours Spent Teaching Each Week	44
Hours Spent Teaching Economics Each Week By Level and Type of School	45
Hours Spent Teaching Economics Each Week Compared to Three and Five Years Ago	45
Number of Students Taught Each Week	46
Number of Students Taught Economics Each Week By Level and Type of School	47
How Teachers Teach Economics By Key Groups	49
What Classes Which Include Economics Are Called	50
What Classes Taught by Respondents That Include Economics Are Called By How Teacher Teaches Economics	51
What Classes Taught By Respondents That Include Economics Are Called By Level and Type of School	52
The Focus of Economics Classes	53
The Focus of Economics Classes By Key Groups	54
Importance of Different Goals in Economic Education	55
Importance of Different Goals in Economic Education By Type of School and Area	56
Aspects of Economics	58–59
Aspects of Economics Currently Being Taught By Type of School	60–61
Aspects of Economics Currently Being Taught By Level of School	62–63
Current Events Topics Discussed in the Last Three Months	64
Current Events Topics Discussed in the Last Three Months By Type of School	65
Current Events Topics Discussed in the Last Three Months By Grades Taught	66

	Page
Who Brings Up Current Events Discussed in Economics Classes Base: Teachers Who Discuss Each Topic in Their Economics Class	67
Where Teachers Get Their Information for Teaching Current Events Base: Teachers Who Discuss Each Topic in Their Economics Class	68
Availability of Teaching Aids in Economic Education Compared to Five Years Ago	69
Quantity of Teaching Aids and Materials in Economic Education By Grades Taught	70
Quality of Teaching Aids and Materials in Economic Education By Grades Taught	70
Familiarity of Teachers With Teaching Aids and Materials Available in Economic Education By Key Groups	71
Extra Teaching Materials Used in Addition to the Assigned Materials	73
Extra Teaching Materials Used in Addition to the Assigned Materials By Type of School	74
How Teachers Obtain Teaching Materials	75
Users of Teaching Aids	76
Profiles of Users and Nonusers of Teaching Aids By Key Groups	77
Teaching Aids Economics Teachers Have Used Chosen From a List of Teaching Aids	78–83
Top Eleven Teaching Aids Used Most Often Chosen From Those They Have Used	84
Top Fourteen Favorite Teaching Aids Five or Six Favorites Picked From Those They Have Used Most Often	84
Types of Teaching Materials That Teachers Would Like to Get By Level and Type of School	85
Additional Types of Training Economics Teachers Would Like to Have	86
Additional Types of Training Economics Teachers Would Like to Have By Level and Type of School	87

SECTION I: INTRODUCTION AND METHODOLOGY

During the past decade, a significant continuing effort has been made by a wide variety of public and private institutions and corporations to improve the quality of economic education in the United States. This reflects a growing recognition of the importance of each citizen's basic understanding of our economic system. However, no national comprehensive data base has been developed since 1969 to measure the impact of these activities.

The purpose of the Survey is to answer the large number of questions about the present status of economic education at the junior and senior high school level. The Survey examines how economics is being taught in America, i.e., who is teaching it, where it is placed in the school curriculum, what the focus is, and what teaching aids and materials economics teachers are using.

The Survey began with an exploration of the different aspects of economic education to generate hypotheses to be tested. Seven experts in the field were interviewed in order to develop the questionnaire and to find out what they, as eventual users of the research, would like to learn from the study.

The experts were selected to represent a diversity of professions and viewpoints on economic education. They are:

Senior Project Consultant
J. R. Clark
Professor of Economics
Fairleigh Dickinson University

Judith Bristol
Economics Consultant, Social Studies Department
Houston Independent School District

Walter Davis
Director, Department of Community Services
AFL-CIO

Michael H. Mescon
Chairman, Department of Management
College of Business
Georgia State University

Bonnie Meszaros
Field Consultant, Center for Economic Education
University of Delaware

Clifford D. Shields
Director, Educational Relations and Corporate Contributions
Standard Oil Company (Ohio)

Dennis J. Weidenaar
Director, Center for Economic Education
Purdue University

In addition, 30 economics teachers, each from a different school, were interviewed—six each in Dallas, Minneapolis, Los Angeles, New York City and St. Louis. The purpose of these interviews was both to generate hypotheses and to insure that the Survey questionnaire would be maximally relevant to the eventual respondents.

When the Survey was completed, a panel of advisors reviewed the findings and assisted in the preparation of the report. The panel of advisors is:

George G. Dawson
Professor of Economics
Empire State College
State University of New York

Robert E. Gallman
Professor of Economics
The University of North Carolina at Chapel Hill

Campbell R. McConnell
Professor of Economics
The University of Nebraska, Lincoln

John J. Morgan
Social Studies Teacher
Middletown High School
Middletown, Delaware

David Norflus
Social Studies Teacher
Newtown High School
Elmhurst, New York

Douglass C. North
Professor of Economics
University of Washington

William N. Parker
Professor of Economics
Yale University

Howard P. Tuckman
Distinguished Professor of Economics
Memphis State University

Donald R. Wentworth
Director, Center for Economic Education
Pacific Lutheran University

The "Overview of Major Findings" was written by Dr. J. R. Clark of Fairleigh Dickinson University and Deborah Barron of Yankelovich, Skelly and White.

The Sample and Interviewing

The sample universe for the Survey was all junior and senior high schools in the United States; public, private, and parochial. The grades included in junior and senior high schools vary throughout the country. Teachers were asked what grades were included in their schools and whether their school was called a junior high school, senior and/or four-year high school, or a combined junior and senior high school.

For the purpose of this study, grade six is considered part of junior high school. According to teachers interviewed, 33% of the junior high schools in the sample include sixth grade. Seventh and eighth grades are always junior high school. Ninth grade is included in 46% of the junior high schools and 64% of the senior high schools. Grades ten through twelve are considered senior high school.

GRADES INCLUDED IN SCHOOLS
As Reported by Teachers

	Total	Level of School		
		Junior High	Senior/4-Year High	Combined
	%	%	%	%
6th grade	14	33	—	44
7th grade	34	96	*	91
8th grade	36	99	*	97
9th grade	67	46	64	99
10th grade	80	2	98	99
11th grade	80	1	99	99
12th grade	80	1	99	99

* Less than 0.5%

A sample of 500 schools was drawn. The school principals were asked to identify all those teachers teaching economics under any of its guises, either as a separate subject or as part of another subject. Respondents were randomly chosen from those lists. One economics teacher was interviewed in each school, and a total of 510 personal interviews were completed between April 23 and June 8, 1980. For a more detailed description of the sampling procedure and respondent selection process, see Appendix A.

Self-administered questionnaires, identical in content to those used in the personal interviews, were left behind with additional economics teachers within the sample schools. A total of 273 such questionnaires were completed and mailed back to Yankelovich, Skelly and White, Inc., bringing the total number of interviews to 783. The self-administered sample was weighted back into the proportions of the total sample, so that the final data are projectable to economics teachers in all junior and senior high schools in the nation.

The margin of error for this size sample is approximately ±3.5%. See Appendix B for the Table of Sampling Tolerances.

The Questionnaire*

Most of the questions were of the closed-end type, and covered many areas of investigation, including:

1. Economics as a portion of the teacher's total teaching load; as a primary or secondary responsibility.
2. Number of students studying economics; which students can study economics.
3. Different foci and goals for economic education.
4. When economics is first introduced into the school.
5. Whether economics is required or an elective; whether it is mandated.
6. Whether economics is taught as a separate subject or as part of another subject; which classes it is taught in.
7. What exactly the teacher is teaching in economics class in terms of specific topics.
8. The teachers' evaluations of the quantity and quality of teaching aids and materials in economic education.
9. What teaching aids the teacher is using and how they are obtained.
10. Additional teaching aids and training teachers would like to have.
11. Demographic profile and teaching experience.

*See Appendix C for the complete questionnaire.

The Analysis

The data were analyzed by a number of key demographic, behavioral and geographic variables. They included:

		Total %
The Teachers		
	Age	
	18–34 years of age	39
	35–49 years of age	42
	50 years and over	19
	Length of Time Teaching	
	5 years or less	19
	6–9 years	15
	10 years or more	66
	Length of Time Teaching Economics	
	5 years or less	42
	6–9 years	17
	10 years or more	41
	Grades Taught	
	6, 7, 8	24
	9, 10	57
	11, 12	74
	How Teacher Teaches Economics	
	Part of another subject	48
	Separate subject	25
	Both	27
The Schools		
	Level of School	
	Junior high school	19
	Senior/four-year high school	64
	Combined junior and senior high schools	17
	Type of School	
	Public	87
	Private/parochial	13
	Region	
	Northeast	20
	Midwest	30
	South	33
	West	17

The remainder of this report is divided into two sections: (1) an Overview of Major Findings (the beige section), which presents the major conclusions of the study, and (2) The Detailed Findings, in which the many results of the study are presented with illustrative statistical tables.

We wish to thank the experts who helped structure the Survey, the members of the Panel for their advice and insights, and Playback Associates which had the overall responsibility for the coordination of the Survey.

We are appreciative of Phillips Petroleum for their continuing commitment to improving the quality and scope of economic education in the United States.

Florence Skelly, President

Ruth Clark, Senior Vice President

Deborah Durfee Barron, Vice President

Yankelovich, Skelly and White, Inc.

SECTION II: OVERVIEW OF MAJOR FINDINGS

The National Survey of Economic Education 1981 suggests that significant gains have been made in teaching economics over the past twelve years and that economics is approaching the status of a mainstream course of study in America's junior and senior high schools.

The student constituency for economics has gotten larger and younger. Substantially more students are acquiring some form of economic education than were in 1970—even though the overall student population in the nation has decreased. Economics is much more widely available in junior and senior high schools than it was twelve years ago. Once reserved for older, college-bound students, the subject now reaches a broad range in all grades.

Teachers are devoting a larger portion of their class hours to teaching economics. For most teachers, however, teaching economics is a secondary responsibility. And economics tends to be still a subsidiary subject, usually taught as part of another discipline (government or mathematics, for example), not as an independent course.

Teachers say they want additional training both in the subject matter of economics and in how to teach economics.

Additionally, a majority of the teachers believe that there are more teaching materials available for economic education than there were five years ago, but most agree that there are fewer materials available than in other subjects such as history or science. Roughly half the teachers said the materials in economics were "as good as" other materials, but many indicated that classroom materials for economics needed improvement.

These are the basic conclusions of this Survey, the first nationwide study of economic education in the U.S. since the late 1960s. The following pages examine the Survey's conclusions in more detail and suggest how its data may form a basis for future research.

1. THE BROADER BASE OF ECONOMIC EDUCATION

Twelve years ago, only about 25% of all high school students took an economics course (21).* Those who did tended to be eleventh or twelfth graders, and they were apt to be the more gifted students, those headed for college. Economics was a discipline directed more toward the academically elite than toward the average. The subject was rarely even offered below the senior high school level.

According to this survey, the emphasis of economic education has changed. Most teachers report that economics is introduced relatively early in their schools. Two-thirds (67%) of junior high school economics teachers say that economics is available in the sixth or seventh grades in their schools, and over half (54%) of senior high school teachers report that economics is introduced in the ninth and tenth grades.

The elitist assumption is fading. Economics is now available to virtually all students on many different levels. For many students economics is even compulsory. According to roughly half (48%) of teachers surveyed, economics is now a required subject in their schools—a figure that reflects the growing inclination of state legislatures to mandate it in the schools. In another 39% of the schools, economics is available as an elective to all students who wish to take it—not just the better ones. In sum, students in 87% of the nation's junior and senior high schools can take economics.

And greater numbers are doing so than before. Roughly half of all economics teachers, in both junior and senior high schools, report increased percentages of students taking economics, compared to three and five years ago. The increase is particularly pronounced in the South, where 61% of the teachers report a larger percent than three years ago.

In sum, more students *can* take economics today, and more obviously *are*. Economic education is clearly joining the academic mainstream in American junior and senior high schools.

2. WHAT TEACHERS TEACH

The main purpose of economic education as indicated by the Survey is to supply students with the tools they need to make decisions in their everyday lives. Clearly those tools can range from very abstract theory to the fundamental "how to" skills, such as balancing a checkbook. Previous studies (11, 12, 13, 14) offer strong support for the belief that most students learn more and retain it longer when their courses offer them information which they perceive to be relevant to their own lives.

*See Appendix F

Theoretical economics—the concepts of supply and demand or the workings of international trade, for example—has a place in most teachers' classes, but the emphasis is shaded toward practical economics. When asked whether they primarily stress "practical," "how to" economics or "theoretical" economics in their classes, nearly half (47%) of the teachers say "both." A third (34%) say "practical" and 16% say "theoretical."

Historical studies offer two relevant comparisons. First, the practical focus of most courses is not significantly different from Dawson's (3) findings in 1966. College-bound student populations may have been exposed to a more theoretical course. However, most other students (i.e., terminal high school students) received a course with practical emphasis on concepts like personal economics, consumer information, conducting a job search, etc.

According to the teachers, the focus of economics teaching in public schools is markedly different from that in private and parochial schools. Public school teachers are more likely to emphasize the practical—consumer issues and consumerism, decision making, and how-to skills. Teachers in private and parochial schools concentrate more on helping students understand some of the theoretical topics.

Virtually all high school economics teachers bring current events into their lessons: 96% report that they have discussed the news in their classes in the last three months. The hottest subjects: inflation, the value of the dollar, interest rates, recession, unemployment, government regulations, and business profits and corporations.

One historical note: in the '69–'72 period, teachers seemed to put more emphasis on describing economic behavior such as labor and industrial relations; today, teachers appear to focus more on the use of economics as training for analytical decision making. This idea has been an important objective of leading organizations in the field such as the Joint Council on Economic Education.

Senior high school teachers, predictably, teach a larger variety of topics than their colleagues in junior high school. It is of specific concern to economists, however, that teachers at both levels rank the key economic concepts of trade-offs (24%) and opportunity cost (34%) as relatively unimportant. It is reasonably well accepted in the profession that these are two key concepts in the discipline and yet very few junior and senior high school teachers emphasize them. As an historical comparison, Dawson's (3) study in 1966 noted that economists felt opportunity cost and trade-offs to be very important concepts and urged their inclusion in high school classes. Teachers of that era, much like teachers in the current study, gave these concepts relatively low priority. However, the vast majority of quality teaching

materials and programs available from almost all sources stress the importance of these concepts. This puzzle obviously needs much more attention from those involved in both research and teacher training.

Do economics teachers have enough to teach? They clearly believe that they do, the survey shows. When asked whether there were any topics that they would like to see added to the economics curriculum that they teach, an emphatic 62% said "No." This contrasts sharply with 1977 results (3) in which the teachers surveyed offered numerous suggestions for additional concepts to be taught. (Note, however, that the sample populations were significantly different.)

Part of teachers' reluctance to offer more may result from the number of topics that many teachers say their students already have trouble understanding. At least one-fifth of the teachers indicate their students have difficulty with: the monetary system, international economics, government statistics, the tax system and tax forms, economic theory, current economic issues, comparative economics, government controls and regulation, business cycles, profits, and the stock market.

3. TEACHING ECONOMICS: AN INCREASINGLY IMPORTANT—BUT STILL SECONDARY RESPONSIBILITY FOR TEACHERS

The scope of economic education has expanded considerably in the U.S., yet more than two-thirds (68%) of high school economics teachers report that economics is a secondary responsibility for them. More than half (51%) say that they teach other subjects tangentially related to economics, such as U.S. History, Typing and American Government. Economics is, however, taking up a larger portion of total teaching time. The most dramatic figures show that over the last five years economics has progressed from having only part of a class hour devoted to it to having command, in many cases, of a full class hour. The number of teachers who teach economics an hour or less each week dropped from 27% to 14%; while the number of teachers who teach it from two to five hours a week rose from 25% to 34%. However, two-thirds of economics teachers (67%) still spend less than half of their time teaching economics.

Most economics lessons continue to be subsumed in other disciplines. The subject lends itself to such adaptations. Research evidence by Highsmith, Emerson and Miller (8, 9, 10) suggests that economics can be taught effectively as part of such courses as business, history, the problems of democracy, or even industrial arts. It is intuitively reasonable to assume that an entire course devoted exclusively to the subject would produce more learning in economics. Unfortunately, the research literature of the late '60s and early '70s does not offer strong evidence to support this position. The best that can be said on strictly empirical grounds is that students taking a full course in economics learn no less than the equivalent students taught economics through the vehicle of a business or history course.

Today, roughly half (47%) of all high school economics teachers teach economics as part of another subject. At the same time, 25% teach it both ways. Economics is much more likely to be taught as a separate subject in high school (75%) than in junior high (38%).

When taught as part of another subject, economics is usually folded into courses on U.S. History, U.S. Government, Social Studies (especially on the junior high school level), World History, Civics, American Studies and World Geography. When it is taught as a separate subject, it is usually called "Economics," "Consumer Economics" or "Consumer Education," or "Free Enterprise." State legislatures that have mandated economics courses in the public schools appear to have made a broad attempt to assure that economics gets into the curriculum in some form or another. However, the states have seldom articulated the specific location or teaching vehicle, leaving this decision to the state department of education, local school districts, and/or individual teachers.

4. ECONOMICS TEACHERS: WHO THEY ARE

The survey's composite portrait of economics teachers found that a majority (61%) are over 35. They are also heavily male (67%), predominantly white (92%). A majority (57%) have master's degrees. More than eight out of every ten (84%) have had college or graduate level courses in the subject matter of economics. A much smaller number (30%) have taken comparable courses in how to teach economics.

Perhaps the most striking characteristic of the teachers surveyed is that most (66%) have been teaching for ten years or longer. They are, however, less likely to have been teaching economics that long: most have been teaching it for less than ten years.

Junior high school economics teachers are somewhat younger than their counterparts in senior high; they are more likely to be women and somewhat more likely to be non-white. They are also less likely to have had advanced courses in either the substance of economics or how to teach the subject.

However, the overall level of education among economics teachers is considerably higher now than it was in the 1960s. Studies in 1967 (22) found that less than half of the Social Studies teachers, those who were most likely to be teaching economics, had ever had a college level course in the subject. Studies by Bach and Saunders (1) in 1965 and Ellis (2) in 1969 as well as Dawson (3) in 1966 indicate not only a lack of formal course work, but also a lack of economic understanding on the part of many economics teachers. The research literature of the 1960s also implies a definite lack of prior course work for economics teachers in how to *teach* economics. Thus, it would appear that the last twelve years have witnessed a marked improvement in the professional qualifications of economics teachers.

5. ECONOMICS TEACHERS: WHAT THEY NEED

The survey found that teachers would like to have more and better teaching aids and texts to help them teach economics. They would also like to improve their own knowledge of their subject—and how to teach it.

This study shows that economics teachers like to use a wide variety of teaching materials—charts, films, graphs, tables, filmstrips, pamphlets and textbooks, as well as maps, games, audiotapes and videotapes. Because they deal with more topics and because teaching economics is more likely to be their primary responsibility, senior high school teachers tend to use more aids than junior high school teachers.

Previous research literature provides us with strong evidence that different teaching methods and materials are equally effective. Past studies also noted that using a mixture of methods, as opposed to any single method, may contribute substantially to the average amount of learning that takes place in a class (12, 14, 15, 16, 17, 18). Efforts by industry, foundations and organizations to develop, improve and apply a variety of innovative teaching methods and materials to the classroom clearly have had success.

This Survey finds that the vast majority (84%) of economics teachers consider themselves amply familiar with economics teaching materials, and nearly three-quarters of all high school economics teachers report that they get the materials themselves. It appears to be a highly personal and improvisational process, the teachers adjusting their choice of materials to suit their own approaches to the topic at hand. The most important point is that teachers, as the gatekeepers to the classroom, select those materials which meet their expectations for quality and objectivity.

Teachers also feel they need more to teach with. A large majority (69%) of high school economics teachers agree that there are now more teaching materials available for economic education than there were five years ago, but four out of ten (40%) still feel that there are fewer available in economics than in most other subjects such as history or science. Junior high school teachers are especially likely to feel that way. When all teachers were asked whether there were additional teaching materials such as films, games and simulation techniques that they would like to have which they cannot get right now, 81% said "Yes."

Economics teachers worry about the quality as well as the quantity of teaching materials. While roughly one in every two teachers (49%) feels that the quality of materials in economic education is "about the same" as in most other subjects, those who feel that they are *not as good* outnumbered those who feel that they are *better* (29% versus 17%). Again, teachers on the senior high school level are somewhat more positive about economics teaching materials than are those teaching the junior high grades.

Teachers also believe they should be better trained to teach economics. Teachers were asked whether they would like to get additional training either in the subject of economics or in how to teach economics. Given their high educational level, it is not surprising that choosing from in-service seminars and workshops, college and graduate level courses and summer courses, economics teachers are most likely to opt for in-service seminars. Most no longer need the graduate credits that a full course or summer course would offer, and the time commitment is no doubt also important. Interestingly, junior high school economics teachers are more apt to want additional training focused on *how to teach* economics, while senior high school teachers would like more education in the *subject matter* of economics.

Past research on teacher training provides us with some mixed results for comparison. First, the dichotomy between training in the subject matter and training in how to teach the subject matter may be artificial. Most of the contemporary teacher training opportunities available offer both types of training integrated into a single product. Second, the research literature indicates strong support for the argument that some training in either or both the subject matter of economics and in how to teach economics increases student learning (12, 17, 19, 20). There is, however, some evidence that at least implies that larger and larger amounts of training in how to teach economics does not continue to increase student learning, i.e., learning on the part of the students of the teachers receiving the training (19, 20).

The Survey concludes that on the whole economics teachers are eager to acquire what they need in order to transmit to their students a complicated and enormously varied knowledge of the economic world.

6. TOPICS FOR FUTURE RESEARCH

The National Survey of Economic Education 1981 was designed to research teacher perceptions of the state of economic education in the U.S. Many topics not included in this study would present an even clearer and more rounded picture. Four broad categories for future research are suggested by the current results. While there is partial research on some or all of the following areas, it is generally acknowledged that additional empirical research would be beneficial to the educational community.

Students: How and what is the student learning? The obvious companion piece to the teachers' perception of economic education would be a comparable national survey of students reassessing their attitudes toward, and knowledge of economics, and how they best learn the subject; e.g., through film or visual media, through texts alone, or through a variety of materials.

Content: What is actually being taught? There seems to be no generally accepted definition of the subject of economics for junior and senior high schools and no national curriculum which is universally agreed upon by the schools. The low priority given by teachers to the concepts of opportunity costs and trade-offs continues to puzzle educators.

Aids: How can they be improved? There is no evaluation or description in this study of the criteria used to judge the quality of the teaching aids, nor is there any analysis of the common traits which make teaching aids effective. They are only rated in comparison to other subject areas. High school teachers especially would like to know how budget and available library resources affect teachers' use of materials.

Teachers: How can teachers be prepared? There seems to be no nationally accepted standard for evaluating teacher understanding. Such a standard would be of help to educators in designing better teacher training programs. How do supervision and administration support affect the teaching? Is there a difference between what teachers need to teach economics and what they express as a need?

SECTION III: DETAILED FINDINGS

III A. ECONOMICS TEACHERS: WHO ARE THEY?

Demographic Profile:
Exactly who are the teachers charged with the economic education in the nation's junior and senior high schools?

- 39% are under 35
- 42% are between 35 and 49
- 19% are over 50
- 67% are male
- 92% are white
- 57% have a Master's Degree

A high 84% have had college or graduate level courses in the *subject matter* of economics, compared to only 30% who have had college or graduate level courses in *how to teach* economics.

Comparing teachers at the two educational levels, junior high economics teachers are younger than their counterparts in senior or four-year high schools, they are also more likely to be women, and to be non-white. The overall educational level of teachers on the two levels is essentially the same, although senior high teachers are considerably more likely to have had advanced courses in both the subject matter of economics and in teaching techniques. Those teaching in combined junior and senior high schools are considerably *younger* than economics teachers as a group, and are less likely to have completed a Master's Degree.

DEMOGRAPHIC PROFILE OF ECONOMICS TEACHERS
By Level of School

	Total %	Teach In: Junior High %	Senior/4-Year High %	Combined %
Age*				
18-34	39	39	37	47
35-49	42	49	42	31
50 and over	19	12	21	22
Sex				
Male	67	57	69	72
Female	33	43	31	28
Race*				
White	92	88	92	96
Black	7	12	7	3
Other	1	—	1	1
Education				
College graduate	14	14	10	26
Some graduate work	27	24	27	29
Master's Degree	57	61	61	42
Doctorate	2	1	2	3
Have had college or graduate level courses in economics	84	78	86	80
Have had college or graduate level courses in how to teach economics	30	22	32	29

*Based on those answering.

TEACHING PROFILE:

The large majority of those who teach economics (66%) are veteran teachers, i.e., they have been teaching for ten years or more. This is true on both the junior and senior high levels. Reflecting their younger age, teachers in combination junior/ senior highs are considerably less likely to have been teaching for so long. It is also true that teachers in combination schools are much less likely to have been specifically teaching economics as long as junior and senior high teachers. The majority have been teaching it for less than five years.

Economics teachers tend to teach the upper grades in their schools: grades seven and eight on the junior high level, grades eleven and twelve in the senior high schools. In those schools containing both junior and senior high, they are most likely to be teaching on the senior high level.

Finally, most economics teachers teach an average class of 20 or more students, with the largest concentration in the 20-29 size. Junior high classes are somewhat more likely to be *larger*, while class size in combined junior/senior high schools are more likely to be *smaller*.

TEACHING PROFILES OF ECONOMICS TEACHERS
By Level of School

	Total	Teach In: Junior High	Senior/4-Year High	Combined
	%	%	%	%
Length of Time Teaching				
5 years or less	19	16	16	34
6-9 years	15	14	15	16
10 years or more	66	70	69	50
Length of Time Teaching Economics*				
5 years or less	42	35	42	56
6-9 years	17	18	16	14
10 years or more	41	47	42	30
Grade(s) Taught**				
6th grade	2	7	—	4
7th grade	14	49	—	27
8th grade	20	67	—	41
9th grade	32	32	24	60
10th grade	46	1	54	66
11th grade	60	—	73	78
12th grade	70	—	87	85
Average Size Class Taught				
Less than 10 students	1	1	1	4
10-19 students	13	6	7	42
20-29 students	59	57	63	48
30-39 students	26	35	28	6
40 students or more	1	1	1	—

*Based on those answering.
**Add to more than 100% due to multiple answers.

III B. THE POSITION OF ECONOMIC EDUCATION IN JUNIOR AND SENIOR HIGH SCHOOLS

According to economics teachers, economics is no longer an advanced subject in their schools but, rather, is widely available. The increasing number of economics students reflects this availability.

Most teachers report that economics is introduced relatively early in their schools. Two-thirds (67%) of junior high economics teachers report that economics is introduced in the sixth and seventh grades in their schools, while over half (54%) of senior high teachers say that it is introduced in the ninth and tenth grades in their schools.

WHEN ECONOMICS IS FIRST INTRODUCED INTO THE CLASSROOM
By Level of School

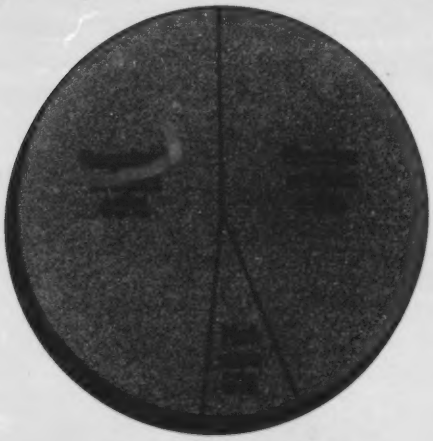
		Teach In:		
	Total	Junior High	Senior/4-Year High	Combined
	%	%	%	%
Nursery school/kindergarten	2	1	2	4
Grades 1-5	6	6	7	16
6th grade	4	17	*	3
7th grade	14	50	2	22
8th grade	5	13	1	8
9th grade	23	7	28	16
10th grade	18	—	26	6
11th grade	13	—	17	12
12th grade	10	—	13	8
Not sure/no answer	5	6	4	5

*Less than 0.5%.

Not only is economics introduced early into the schools' curricula, but, according to teachers, it is also available to virtually all students. Economics teachers in roughly half (48%) of the nation's junior and senior high schools report that economics is a required subject in their schools, i.e., all students have to take it. But even in those schools where economics is an elective, it is, in most cases, available to all students—not just the better ones. *In total, students in 87% of the nation's junior and senior high schools have the opportunity to take economics—either because it is compulsory or as an elective.*

BEST COPY AVAILABLE

WHETHER ECONOMICS IS A REQUIRED OR ELECTIVE SUBJECT



Required vs. Elective

If Elective

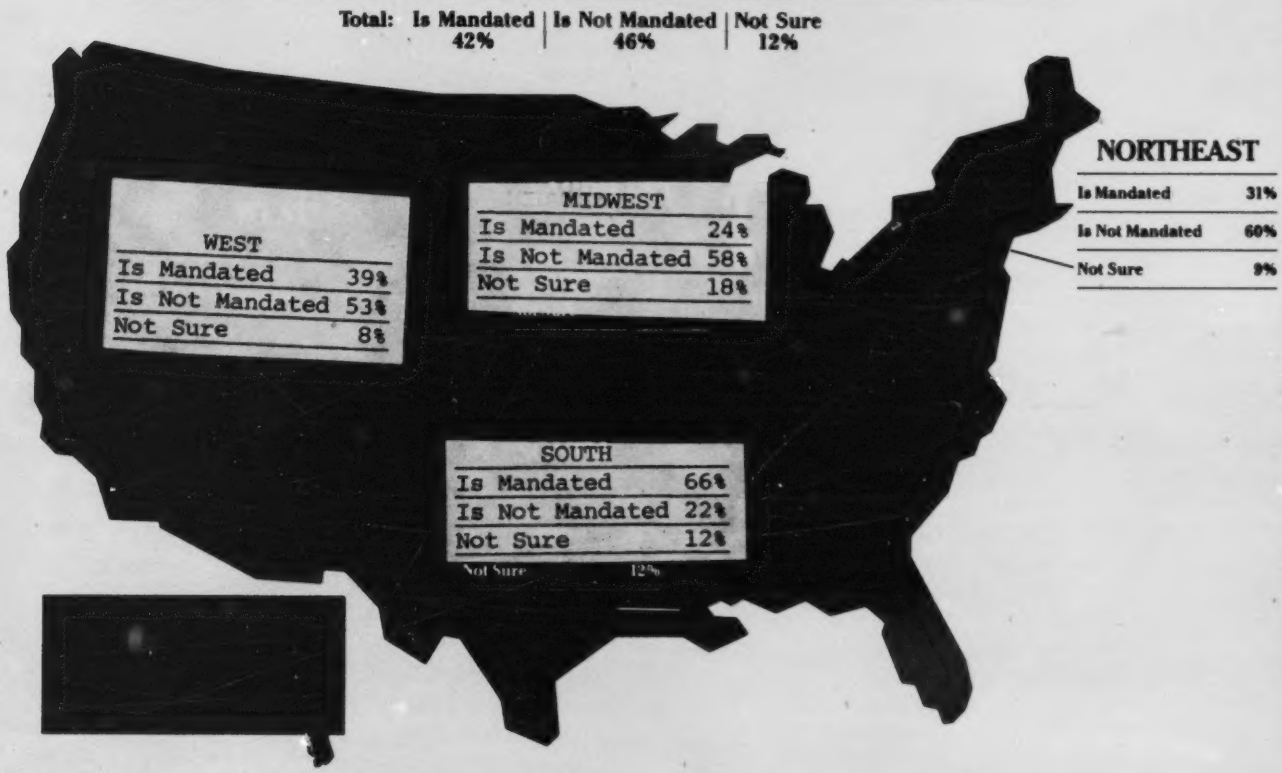
Economics is most likely to be a required subject in junior high. Public and private/parochial schools are equally likely to make it a required subject. Geographically, it is most likely to be required in the South, and least likely to be required in the Midwest, with the West and the Northeast falling somewhere in between.

WHETHER ECONOMICS IS A REQUIRED OR ELECTIVE SUBJECT
By Key Groups

		Required Subject %	Elective Subject %	Not Sure %
Total	**(100%)**	**48**	**44**	**8**
Level of School				
Junior High	(100%)	62	17	21
Senior/4-Year High	(100%)	45	51	4
Combined	(100%)	45	51	4
Type of School				
Public	(100%)	48	44	8
Private/Parochial	(100%)	47	49	4
Area				
Northeast	(100%)	47	43	10
Midwest	(100%)	38	55	7
South	(100%)	58	36	6
West	(100%)	45	45	10

The geographic pattern of the results is no doubt explained by the fact that, as reported by the teachers, economic education is most likely to be mandated by law in the South, and least likely to be mandated in the Midwest, with the other two areas falling in between.

WHETHER ECONOMICS IS MANDATED BY LAW
By Area



In the 42% of the nation's junior and senior high schools where economics is mandated by law, most teachers report that the law does not specify how it is to be taught, i.e., that they have a great deal of freedom in how they teach economics.

WHEN ECONOMICS IS MANDATED BY LAW

	Total %
Law specifies how it is to be taught	26
Law does not specify how it is to be taught	64
Not sure	10

BEST COPY AVAILABLE

The map below represents the actual states (as opposed to teachers' perceptions) in which some form of economic education is mandated by law. The situation is not a simple one. Some states have a law that economics must be taught at some level. Some state department of education guidelines specify that economics be taught either from K through 12 or in a particular grade. In some states it is "recommended"—which may or may not carry the weight of law in reality. Some states which have strong economic education programs have no laws as such. Economics courses can be designated as Business, Free Enterprise, Personal Finance, Consumer Economics; one course in Nevada is called "Thrift." We have included only those states with an actual law on the books. Appendix D provides more detail.

STATES IN WHICH ECONOMIC EDUCATION IS MANDATED BY LAW

In light of the wide availability of economic education to students, it is not surprising that economics teachers report an increase in the number of students taking their subject. Roughly half of all junior and senior high school economics teachers say that the percentage of students in their schools who study economics is up—compared both to five years ago and three years ago.

PERCENTAGE OF STUDENTS STUDYING ECONOMICS COMPARED TO THREE AND FIVE YEARS AGO

	Compared To:	
	3 Years Ago %	5 Years Ago %
Percentage of students who are now studying economics:		
Larger	49	46
Smaller	14	18
No change	33	26
Not sure	4	10

Junior and senior high school teachers, in general, are equally likely to report an increase in the number of students studying economics over three years ago. Public school teachers are somewhat more likely to report this increase than those in private/parochial schools where economics has probably been part of the curriculum for a longer time. And, as might be expected, teachers in the South are especially likely to report an increase in enrollment in economics classes.

PERCENTAGE OF STUDENTS STUDYING ECONOMICS NOW COMPARED TO THREE YEARS AGO
By Key Groups

		Percentage of Students Now Is:			
		Larger	Smaller	No Change	Not Sure
		%	%	%	%
Total	**(100%)**	**49**	**14**	**33**	**4**
Level of School					
Junior High	(100%)	52	14	31	3
Senior/4-Year High	(100%)	51	14	32	3
Combined	(100%)	41	11	38	10
Type of School					
Public	(100%)	50	15	32	3
Private/Parochial	(100%)	44	7	38	11
Area					
Northeast	(100%)	38	18	41	3
Midwest	(100%)	44	15	38	3
South	(100%)	61	10	24	5
West	(100%)	48	13	33	6

III C. ECONOMICS: WHAT PORTION OF THE TEACHER'S TEACHING LOAD?

A number of different findings of the Survey point to the conclusion that economics is still a secondary portion of the teaching load, but it is increasing in importance.

More than two-thirds (68%) of junior and senior high school economics teachers report that teaching economics is a secondary responsibility. The percentage is higher for junior high school teachers, those teaching in private and parochial schools, and those teaching in the Midwest and the West.

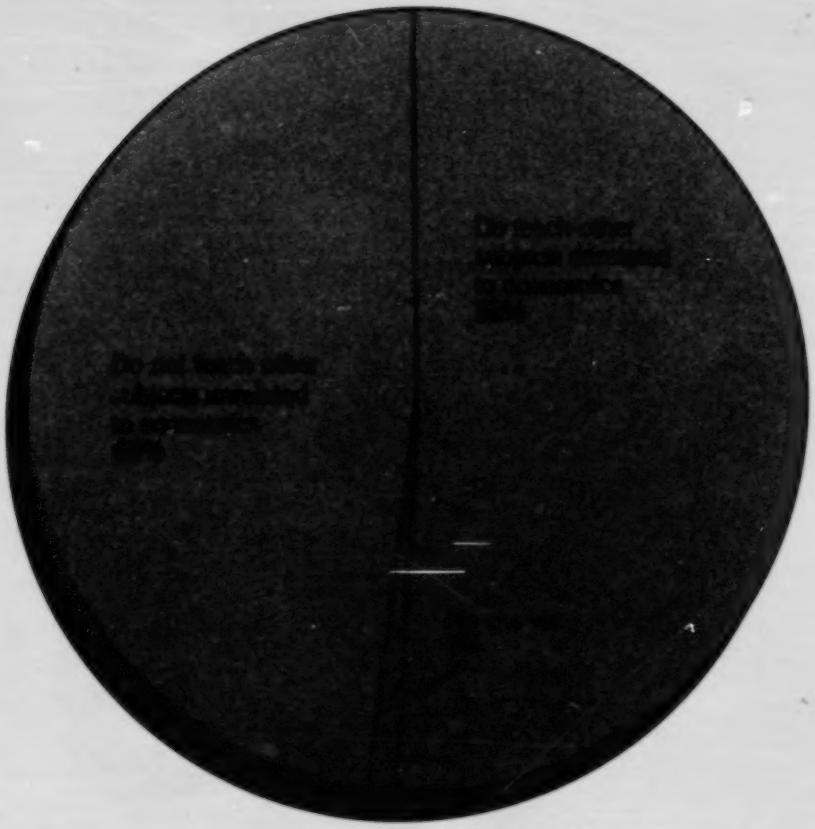
WHETHER TEACHING ECONOMICS IS MAIN OR SECONDARY RESPONSIBILITY
By Key Groups

		Main Responsibility %	Secondary Responsibility %	No Answer %
Total	**(100%)**	**29**	**68**	**3**
Level of School				
Junior High	(100%)	13	86	1
Senior/4-Year High	(100%)	35	62	3
Combined	(100%)	23	74	3
Type of School				
Public	(100%)	30	68	2
Private/Parochial	(100%)	21	76	3
Area				
Northeast	(100%)	32	64	4
Midwest	(100%)	25	73	2
South	(100%)	33	64	3
West	(100%)	25	74	1

BEST COPY AVAILABLE

Since economics is a secondary responsibility for most economics teachers, it is not surprising that half (51%) of them report that they teach other subjects totally unrelated to economics.

WHETHER ECONOMICS TEACHERS TEACH OTHER SUBJECTS BESIDES ECONOMICS



U.S. History, Typing, U.S. Government, Psychology, and English Composition/Writing top the list of other subjects taught by the 51% of teachers who teach more than economics.

WHAT OTHER SUBJECTS ECONOMICS TEACHERS ARE TEACHING

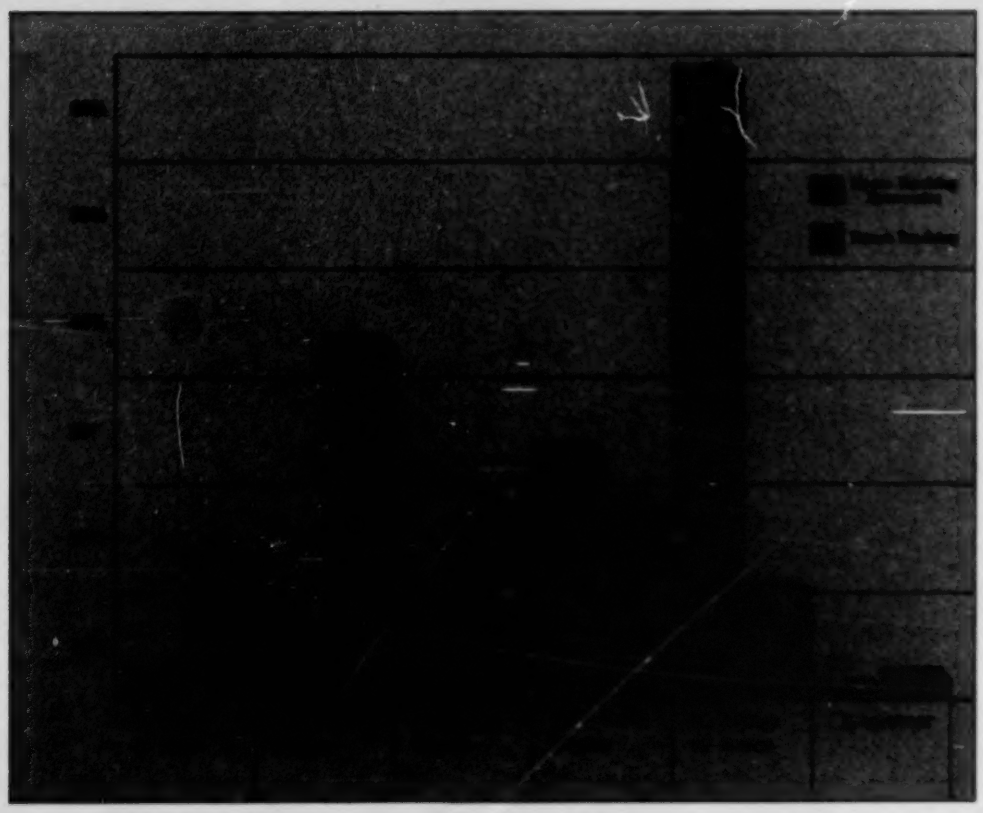
Base: Those Teachers Who Teach Other Subjects Unrelated to Economics (51%)

	Total %
U.S. History	25
Typing	12
U.S. Government	11
Psychology	11
English Composition/Writing	11
World History	9
Sociology	8
Geography	8
Social Studies	7
English Literature	7
Coach of Sports Team	6
Physical Education	6
Reading	4
Anthropology	4
Science	4
Mathematics	4
Shorthand	3
Civics	3
Health	3
Religion	2
Foreign Language(s)	2
Home Economics	2
Algebra	2
Bible Studies	2
Urban Studies	1
Art	1
Geometry	1
Biology	1
Music	1
Other	22
No answer	7

BEST COPY AVAILABLE

The number of hours that economics teachers spend teaching economics each week substantiates the fact that it is, for most, only one of their responsibilities. While most economics teachers report that they teach a total of 25 or more hours per week (i.e., at least a five-hour day), two-thirds (67%) spend less than half of their time teaching economics, with the largest single group (34%) teaching it two to five hours per week.

HOURS SPENT TEACHING EACH WEEK



Junior high teachers and private and parochial school teachers—the most likely to report that economics is a secondary responsibility—are also the most likely to be spending less than half their hours teaching it.

HOURS SPENT TEACHING ECONOMICS EACH WEEK*
By Level and Type of School

		Hours Spent Teaching Economics			
		1 Hour Or Less	2-5 Hours	6-12 Hours	13 Hours Or More
		%	%	%	%
Total	**(100%)**	**14**	**34**	**19**	**30**
Level of School					
Junior High	(100%)	22	35	12	29
Senior/4-Year High	(100%)	12	33	19	33
Combined	(100%)	13	39	22	21
Type of School					
Public	(100%)	15	32	19	31
Private/Parochial	(100%)	11	51	13	19

*Not sures not shown.

However, teachers report that the number of hours they spend teaching economics per week is up over five and even three years ago. While the number who spend more than half of their time teaching economics is up (from 25% five years ago to 30% today), the dramatic change has been the decrease in those who spend an hour or less per week (from 27% to 14%) and the increase in those who spend two to five hours per week (from 25% to 34%). The evidence shows that economics is moving from being part of a subject to a full subject, i.e., taking up a full hour each day.

HOURS SPENT TEACHING ECONOMICS EACH WEEK

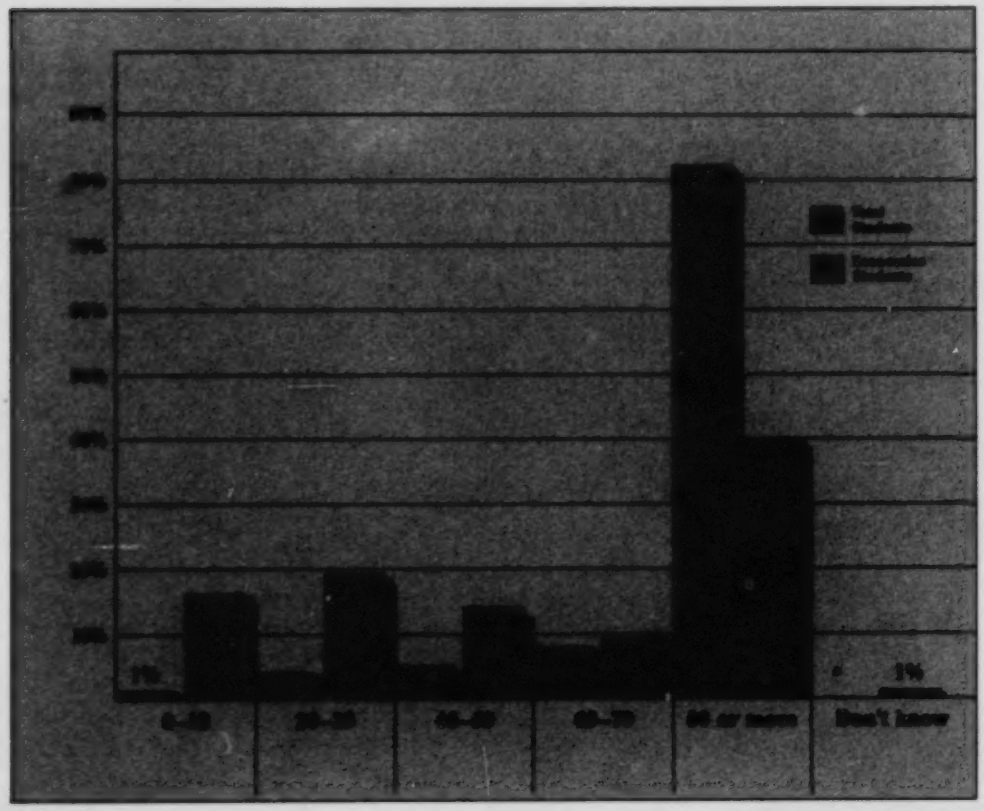
	Hours Spent Teaching Economics Per Week		
	Now	3 Years Ago*	5 Years Ago*
	%	%	%
1 hour or less	14	20	27
2-5 hours	34	27	25
6-12 hours	19	17	15
13-24 hours	19	19	16
25 hours or more	11	11	9
No answer	3	6	8

*Repercentaged without those who were not teaching economics then.

BEST COPY AVAILABLE

The numbers of economics students teachers report teaching corroborates the trend toward economics being taught as a full subject. The largest single group of teachers (40%) report teaching 80 or more economics students per week. Since most teachers report having class sizes of 20 to 29*, this means that this largest group is probably teaching economics from three to five hours a week.

NUMBER OF STUDENTS TAUGHT EACH WEEK



*Less than 0.5%.

*See Section III A

Junior high teachers—who report having the largest class sizes*—are most likely to report having 80 or more economics students. Those in combination junior and senior high schools, who report significantly smaller class sizes*, have a much smaller number of economics students. Public school teachers also report a larger number of economics students than private or parochial school teachers. This again, is a reflection of school enrollment and class sizes.

NUMBER OF STUDENTS TAUGHT ECONOMICS EACH WEEK*
By Level and Type of School

		Number of Economics Students				
		0–19	20–39	40–59	60–79	80 or more
		%	%	%	%	%
Total	**(100%)**	**16**	**19**	**14**	**10**	**40**
Level of School						
Junior High	(100%)	12	7	14	8	58
Senior/4-Year High	(100%)	13	23	12	11	39
Combined	(100%)	29	21	19	10	21
Type of School						
Public	(100%)	14	19	13	11	42
Private/Parochial	(100%)	25	26	15	8	26

*Don't knows not shown.

*See Section III A

BEST COPY AVAILABLE

III D. HOW ECONOMICS IS TAUGHT

The study findings indicate that economics is being taught under many different guises in the nation's junior and senior high schools. Forty-seven percent of all economics teachers are more likely to be teaching economics as part of another subject than as a separate subject.

HOW TEACHERS TEACH ECONOMICS
By Key Groups

While all groups of teachers teach economics as part of another subject, junior high teachers and those teaching in the Northeast and the West are the most likely to do so.

HOW TEACHERS TEACH ECONOMICS
By Key Groups

		Teach Economics As:			
		Part of Another Subject %	Separate Subject %	Both %	No Answer %
Total	**(100%)**	**47**	**25**	**27**	**1**
Level of School					
Junior High	(100%)	75	7	16	2
Senior/4-Year High	(100%)	38	30	31	1
Combined	(100%)	49	26	25	–
Type of School					
Public	(100%)	47	25	27	1
Private/Parochial	(100%)	44	28	27	1
Area					
Northeast	(100%)	55	18	27	–
Midwest	(100%)	41	28	30	1
South	(100%)	45	31	23	1
West	(100%)	50	17	30	3

Which classes include economics? When asked what their own economics classes are called, teachers are most likely to say "Economics," "U.S. History," "U.S. Government," "Consumer Economics/Education," "Social Studies," "World History" and "Civics." Other classes in the school which include economics are "Homemaking/Home Economics," "Business Law/Education," "Mathematics," "Accounting," "Bookkeeping," and "Distributive Education and Marketing."

WHAT CLASSES WHICH INCLUDE ECONOMICS ARE CALLED

	Respondents Teach %	Others Teach %
Economics	30	16
U.S. History	27	30
U.S. Government	20	22
Consumer Economics/Education	18	22
Social Studies	16	19
World History	11	24
Civics	10	13
Free Enterprise	9	4
American Studies/Culture	7	8
American/Contemporary Problems	7	8
World Geography	7	14
Sociology	6	12
Business Law/Education	6	32
Political Science/Politics	6	8
Homemaking/Home Economics	5	36
World/Comparative Government	5	9
Mathematics	5	24
Accounting	4	21
U.S. Geography	4	10
Career Education	4	14
International Relations	3	5
Urban Studies	2	5
Bookkeeping	2	20
Distributive Education/Marketing	2	17
Anthropology	1	5
Religion	1	4
Geology	1	4
Journalism	*	11
Other	2	5
None	–	8

*Less than 0.5%.

The responses to the same question may be analyzed by how the teacher teaches economics. Those teachers who teach economics as part of another subject are most likely to teach it in a U.S. History, U.S. Government, Social Studies, World History, Civics, American Studies or World Geography class. Those who teach it as a separate subject, on the other hand, are most likely to call their class "Economics," "Consumer Economics/Education," or "Free Enterprise."

WHAT CLASSES TAUGHT BY RESPONDENTS THAT INCLUDE ECONOMICS ARE CALLED
By How Teacher Teaches Economics

		Teach Economics As:		
	Total	Part of Another Subject	Separate Subject	Both
	%	%	%	%
Economics	30	6	56	46
U.S. History	27	37	7	28
U.S. Government	20	22	9	24
Consumer Economics/Education	18	9	27	24
Social Studies	16	22	5	16
World History	11	16	2	10
Civics	10	13	4	10
Free Enterprise	9	5	13	11
American Studies/Culture	7	11	3	6
American/Contemporary Problems	7	8	3	8
World Geography	7	11	*	6
Sociology	6	8	2	7

*Less than 0.5%.

Junior high economics teachers—a large majority of whom teach economics as part of another subject—are most likely to teach it in a U.S. History class or Social Studies class. Senior high teachers, who are more likely than the norm to teach it as a separate subject, are most likely to teach economics as "Economics," "U.S. History," "U.S. Government," or "Consumer Economics/Education."

In private and parochial schools, economics is more likely to be taught as simply "Economics" than it is in public schools, while in the latter, it is more likely to be called "Consumer Economics" than it is in private and parochial schools.

WHAT CLASSES TAUGHT BY RESPONDENTS THAT INCLUDE ECONOMICS ARE CALLED
By Level and Type of School

		Level of School			Type of School	
	Total	Junior High	Senior/4-Year High	Combined	Public	Private/Parochial
	%	%	%	%	%	%
Economics	30	13	34	31	28	39
U.S. History	27	37	24	24	26	29
U.S. Government	20	14	21	21	20	17
Consumer Economics/ Education	18	8	21	15	19	13
Social Studies	16	34	10	18	17	15
World History	11	9	11	12	10	16
Free Enterprise	9	4	12	3	10	4
World Geography	7	13	4	7	7	7

III E. WHAT ECONOMICS TEACHERS ARE TEACHING: THE OVERALL FOCUS

According to junior and senior high school economics teachers, economic education focuses on the theoretical and practical tools that students need to make intelligent decisions in their everyday lives. The general emphasis is on practical economics, but "practical" appears to encompass everything from balancing a checkbook to understanding the current economic problems facing the country.

When asked whether they primarily stress practical ("how to") economics or theoretical economics (principles, concepts and systems) in their class, roughly one in three (34%) economics teachers say "practical" and just under one in five (16%) say "theoretical"—with the biggest group (47%) saying "both."

THE FOCUS OF ECONOMICS CLASSES

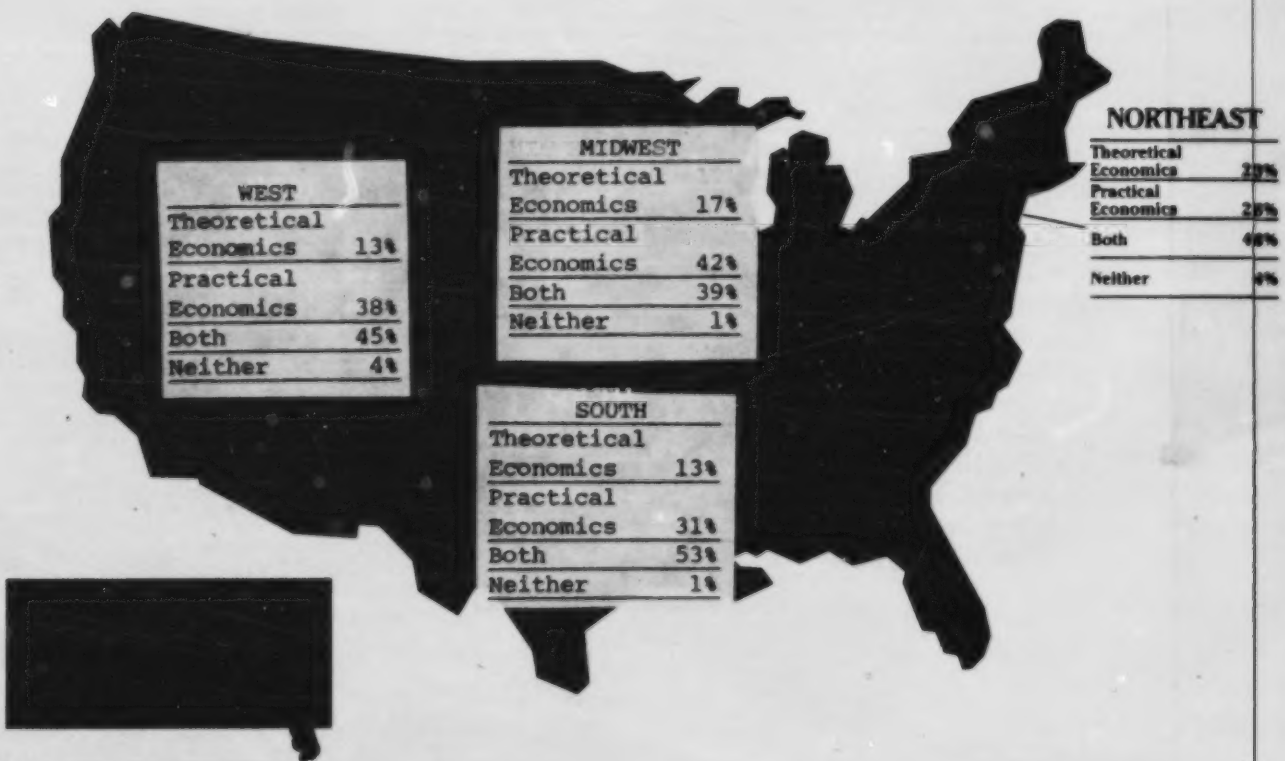
	Total %
I stress both theoretical and practical "how to" economics in my economics class.	47
I primarily stress practical or "how to" economics in my economics class, that is, knowledge that students need in their everyday lives.	34
I primarily stress theoretical economics in my economics class, that is, principles, concepts and systems.	16
I stress neither theoretical nor practical "how to" economics in my economics class.	2
No answer	1

Junior and senior high economics teachers both reflect the overall pattern, while public school teachers and those in the Midwest lean more toward practical economics. Those teaching in private and parochial schools and in the Northeast lean somewhat more toward economic theory.

THE FOCUS OF ECONOMICS CLASSES*
By Key Groups

		Primarily Stress			
	Total	Theoretical Economics	Practical Economics	Both	Neither
	%	%	%	%	%
	(100%)	16	34	47	2
Level of School					
Junior High	(100%)	17	35	42	4
Senior/4-Year High	(100%)	16	32	49	1
Combined	(100%)	16	40	40	2
Type of School					
Public	(100%)	15	36	46	2
Private/Parochial	(100%)	27	24	46	3

*No answers not shown.



When teachers discuss specific goals for their economic classes, it becomes clear that the overall "practical" focus includes a great deal that is "theoretical." Overwhelmingly, economics teachers in all types of schools and in all areas agree that "preparing students to make intelligent decisions" is a "very important" goal of economics as they teach it, thus defining the overall practical focus of economic education. However, virtually equal majorities (roughly two-thirds) of these teachers also identify as "very important" goals:

- Helping students understand the current problems facing the country.
- Teaching them practical everyday skills, such as balancing a checkbook and using credit cards.
- Giving them the analytical tools that they need to maximize their own personal economic/financial position.
- Increasing their understanding of the free enterprise system.

(Teaching students about alternative economic systems was the only goal considered "very important" by *less* than a majority.)

IMPORTANCE OF DIFFERENT GOALS IN ECONOMIC EDUCATION

	Very Important %	Somewhat Important %	Not a Goal %	Not Sure %
To prepare students to make intelligent decisions.	90	9	1	*
To help students understand the current problems facing the country.	66	30	3	1
To teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, how to shop wisely, etc.	65	21	13	1
To give students the analytical tools to maximize their own personal financial/economic positions.	63	32	4	1
To increase understanding of the free enterprise system.	62	34	3	1
To teach students about alternative economic systems.	30	52	17	1

*Less than 0.5%

Reflecting their overall practical bent, public school economics teachers are more likely than those in private and parochial schools to feel that giving students the "practical everyday skills and analytical tools they need to maximize their personal economic positions" are "very important" goals. Conversely, private and parochial school teachers and those in the Northeast place particularly heavy emphasis on "helping students to understand the problems facing the country." This gives some insight into what is meant by "theoretical" economics. In the South, where there is a particularly heavy emphasis on a mixture of practical and theoretical, all of these goals are considered important and "increasing understanding of the free enterprise system" is especially strong.

IMPORTANCE OF DIFFERENT GOALS IN ECONOMIC EDUCATION
By Type of School and Area

Is a very important goal of economics as it's taught in my school:	**Total %**	**Public %**	**Private/ Parochial %**	**North-east %**	**Mid-west %**	**South %**	**West %**
To prepare students to make intelligent decisions.	90	90	89	88	92	88	88
To help students understand the current problems facing the country.	66	65	77	74	63	71	56
To teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, how to shop wisely, etc.	65	67	55	54	64	68	73
To give students the analytical tools to maximize their own personal financial/economic positions.	63	64	54	57	64	65	60
To increase understanding of the free enterprise system.	62	63	65	65	56	72	56
To teach students about alternative economic systems.	30	29	37	41	23	32	26

III F. WHAT ECONOMICS TEACHERS ARE TEACHING: SPECIFIC TOPICS

The mixture of the practical and the theoretical in junior and senior high school economic education is perhaps most clearly reflected in what economics teachers are actually teaching their students. The range and number of topics being taught are extensive.

Seventy percent or more are teaching their students about supply and demand, the monetary system, the free enterprise/laissez-faire system, government controls and regulation, current economic issues and business cycles and profits. Between 60% and 70% are teaching their students about comparative economic systems, the production of goods, consumer issues and consumerism, depletion and shortages of natural resources, decision making, the tax system and tax forms and scarcity. Somewhat fewer—but still a majority—are teaching their students about government statistics, "how to" look for a job, manage personal finances, balance a checkbook, shop wisely, etc., and labor-management relations. Less than a majority are teaching their students about price structure, international economics (international trade and balance of payments), economic history, opportunity cost, economic theory (Keynes, Friedman, etc.) and economic trade-offs.

Clearly economics teachers have their hands full with the above load. When asked whether there were any of these topics that they would like to see added to the curriculum that they teach, most (62%) say "no." However, the topics that did get the most votes for addition were three that are now being taught the least: economic theory, economic history and international economics.

There are a number of topics that at least one in every five teachers say their students have trouble understanding. These include the monetary system, international economics, government statistics, the tax system and tax forms, economic theory, current economic issues, comparative economics, government controls and regulation, and business cycles and profits.

ASPECTS OF ECONOMICS

	Currently Teaching %	Would Like To See Added To Curriculum %	Students Have Trouble Understanding %
Supply and demand	82	2	12
Monetary system/banking system/ federal reserve/loans/interest rates	75	4	35
Free enterprise/market/laissez-faire system	73	1	9
Government controls/regulation of the economy/social security system	73	3	20
Current economic issues/ controversies (OPEC, trade deficit, inflation, etc.)	73	4	21
Business (cycles, profits, stock market, etc.)	70	3	20
Comparative economic systems/philosophies (capitalism, socialism, etc.)	68	4	21
Production of goods (automation, technology, social aspects of, factors in, etc.)	67	3	6
Consumer issues/consumerism	66	4	3
Natural resources (depletion/scarcities)	63	4	2
Decision making	63	5	7
Tax system/taxes/tax forms	62	6	23
Scarcity	61	3	4

ASPECTS OF ECONOMICS
(Continued)

	Currently Teaching %	Would Like To See Added To Curriculum %	Students Have Trouble Understanding %
Government statistics (unemployment, GNP, government revenues, spending, etc.)	59	3	24
How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc.	58	6	6
Labor-management relations	53	5	6
Price structure	44	4	8
International economics (international trade, balance of payments, multinational corporations, etc.)	42	7	28
Economic history	38	7	6
Opportunity cost	34	5	8
Economic theory (Keynes, Friedman, etc.)	32	9	23
Trade-offs	24	5	5
Other	1	*	*
None	—	62	11

*Less than 0.5%.

The more theoretical emphasis of the private and parochial schools is reflected in the fact that economics teachers in these schools are more likely than public school teachers to be teaching their students the free enterprise/laissez-faire system, government controls and regulation, comparative economics systems, international economics, and economic theory. Public school teachers, on the other hand, are more likely to be teaching some of the more practical topics, including consumer issues and consumerism, decision making, "how to" skills, and opportunity costs.

ASPECTS OF ECONOMICS CURRENTLY BEING TAUGHT
By Type of School

	Total	Type of School	
		Public	Private/ Parochial
	%	%	%
Supply and demand	82	82	81
Monetary system/banking system/federal reserve/loans/interest rates	75	74	79
Free enterprise/market/laissez-faire system	73	72	82
Government controls/regulation of the economy/social security system	73	72	84
Current economic issues/controversies (OPEC, trade deficit, inflation, etc.)	73	73	74
Business cycles/profits/stock market, etc.	70	70	75
Comparative economic systems/philosophies (capitalism, socialism, etc.)	68	67	76
Production of goods (automation, technology, social aspects of, factors in, etc.)	67	67	69
Consumer issues/consumerism	66	67	60

ASPECTS OF ECONOMICS CURRENTLY BEING TAUGHT
By Type of School
(continued)

	Total	Type of School	
		Public	Private/ Parochial
	%	%	%
Natural resources (depletion/scarcities)	63	63	67
Decision making	63	64	55
Tax system/taxes/tax forms	62	62	63
Scarcity	61	61	62
Government statistics (unemployment, GNP, Government revenues, spending, etc.)	59	59	62
How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc.	58	59	48
Labor-management relations	53	53	54
Price structure	44	43	48
International economics (international trade, balance of payments, multinational corporations, etc.)	42	40	53
Economic history	38	37	42
Opportunity cost	34	35	29
Economic theory (Keynes, Friedman, etc.)	32	30	41
Trade-offs	24	25	21
Other	1	1	2

Economics teachers in senior highs are more likely than junior high teachers to be teaching virtually all of the topics mentioned—reflecting the fact that most are more appropriate for students on a higher grade level.

ASPECTS OF ECONOMICS CURRENTLY BEING TAUGHT
By Level of School

	Total	Level of School		
		Junior High	Senior/4-Year High	Combined
	%	%	%	%
Supply and demand	82	81	82	82
Monetary system/banking system/ federal reserve/loans/interest rates	75	57	81	71
Free enterprise/market/ laissez-faire system	73	61	77	74
Government controls/regulation of the economy/social security system	73	54	78	77
Current economic issues/ controversies (OPEC, trade deficit, inflation, etc.)	73	68	75	71
Business (cycles, profits, stock market, etc.)	70	55	74	74
Comparative economic systems/ philosophies (capitalism, socialism, etc.)	68	61	70	67
Production of goods (automation, technology, social aspects of, factors in, etc.)	67	69	66	69
Consumer issues/consumerism	66	65	67	64
Natural resources (depletion/scarcities)	63	67	60	72

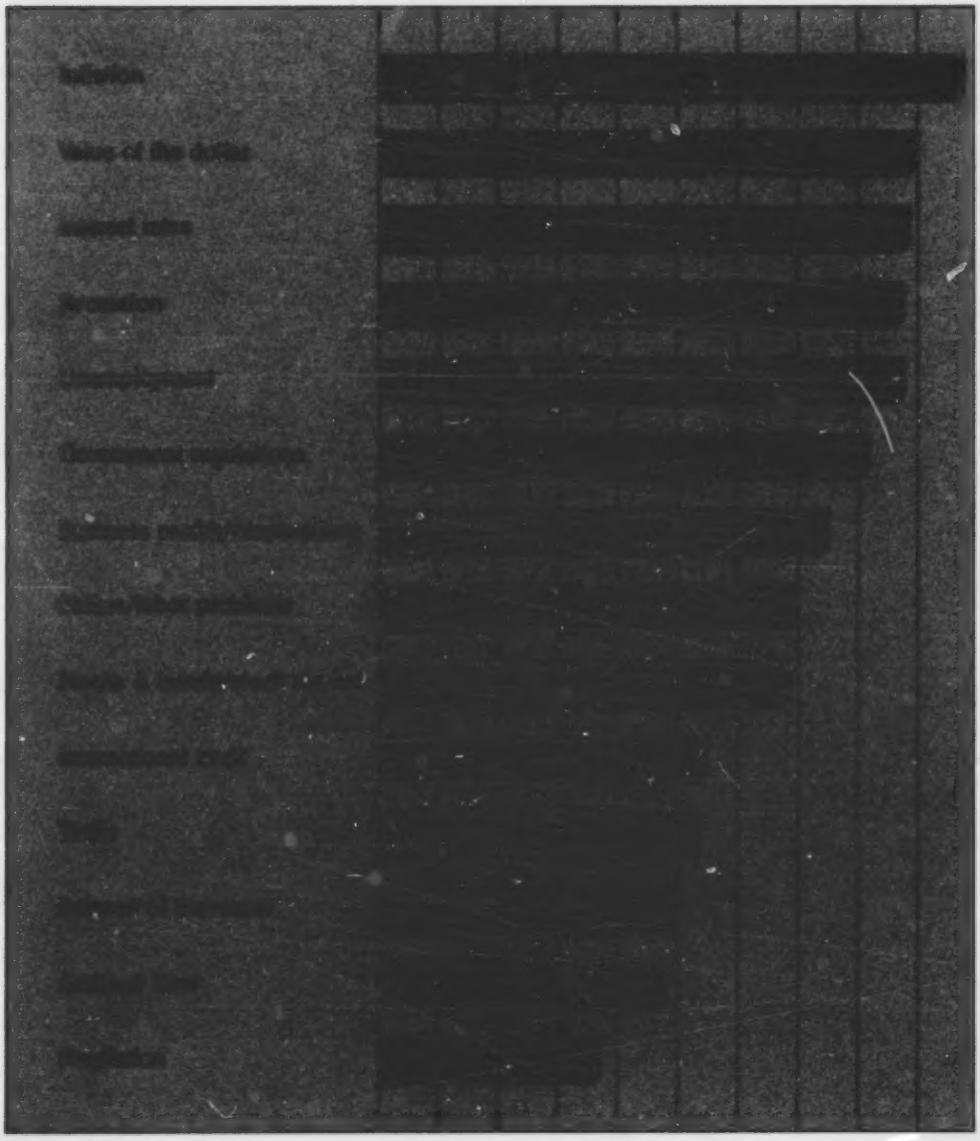
ASPECTS OF ECONOMICS CURRENTLY BEING TAUGHT
By Level of School
(continued)

	Total	Level of School		
		Junior High	Senior/4-Year High	Combined
	%	%	%	%
Decision making	63	60	63	66
Tax system/taxes/tax forms	62	36	69	63
Scarcity	61	50	64	60
Government statistics (unemployment, GNP, government revenues, spending, etc.)	59	38	66	60
How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc.	58	50	59	60
Labor-management relations	53	37	57	53
Price structure	44	25	48	47
International economics (international trade, balance of payments, multinational corporations, etc.)	42	28	44	47
Economic history	38	26	40	43
Opportunity cost	34	21	40	28
Economic theory (Keynes, Friedman, etc.)	32	8	39	31
Trade-offs	24	17	27	19
Other	1	1	1	1

BEST COPY AVAILABLE

Current events appear to be a high interest item in virtually all economics teachers' classes (96%) no matter what the type of school or region of the country. Inflation clearly tops the list of recently discussed topics.

CURRENT EVENTS TOPICS DISCUSSED IN THE LAST THREE MONTHS



Private and parochial school economics teachers are more likely than those in public schools to have discussed most of those topics, but particularly antitrust laws, business profits and corporations, international trade, tariffs, the balance of payments, and government regulations.

CURRENT EVENTS TOPICS DISCUSSED IN THE LAST THREE MONTHS
By Type of School

		Type of School	
	Total	**Public**	**Private/ Parochial**
	%	**%**	**%**
Discuss Current Events in Their Economics Class	**96 (100%)**	**95 (100%)**	**97 (100%)**
Topics Discussed in Last 3 Months:			
Inflation	98	98	97
Value of the dollar	90	90	88
Interest rates	89	89	88
Recession	88	88	90
Unemployment	88	88	89
Government regulations	82	80	91
Business profits/corporations	75	73	87
Strikes/labor problems	70	70	71
Stocks & bonds/stock market	69	68	76
International trade	55	53	68
Tariffs	54	52	66
Balance of payments	50	49	61
Antitrust laws	47	45	61
Stagflation	37	36	44

The higher the grade level, the more likely virtually all of the current events topics are to be discussed.

CURRENT EVENTS TOPICS DISCUSSED IN THE LAST THREE MONTHS
By Grades Taught

		Grade Teacher Teaches		
	Total	**6, 7, 8**	**9, 10**	**11, 12**
	%	**%**	**%**	**%**
Discuss Current Events in Their Economics Class	**96 (100%)**	**93 (100%)**	**96 (100%)**	**96 (100%)**
Topics Discussed in Last 3 Months:				
Inflation	98	96	98	98
Value of the dollar	90	86	90	92
Interest rates	89	83	90	92
Recession	88	86	86	89
Unemployment	88	86	88	90
Government regulations	82	73	82	85
Business profits/corporations	75	63	74	80
Strikes/labor problems	70	62	68	71
Stocks & bonds/stock market	69	54	68	75
International trade	55	54	54	56
Tariffs	54	51	49	54
Balance of payments	50	43	49	54
Antitrust laws	47	34	45	51
Stagflation	37	21	34	43

When asked who usually brings up a current events topic in economics class, teachers responded that they usually initiate discussion of all topics. According to teachers' reports, students are most likely to bring up unemployment, inflation, the value of the dollar, strikes and labor problems, the recession and interest rates—some of the most often discussed topics in the class.

WHO BRINGS UP CURRENT EVENTS DISCUSSED IN ECONOMICS CLASSES
Base: Teachers Who Discuss Each Topic in Their Economics Class

	Teacher Usually Brings up Topic %	Students Usually Bring up Topic %	Both %	Not Sure %
Topics discussed in last 3 months:				
Tariffs	81	4	6	9
Balance of payments	81	4	7	8
Antitrust laws	80	3	5	12
International trade	78	8	7	7
Stocks & bonds/stock market	75	12	6	7
Government regulations	74	12	8	6
Business profits/ corporations	73	14	7	6
Stagflation	73	5	9	13
Interest rates	62	23	9	6
Strikes/labor problems	59	25	10	6
Inflation	58	25	14	3
Recession	58	24	12	6
Value of the dollar	57	25	12	6
Unemployment	52	32	11	5

In the case of almost every current events topic, economics teachers are most likely to turn to newspapers for information—followed by economics texts, teachers' guides and manuals, and their own library research. Newsletters, other teachers and teaching workshops are less important sources of information about current events.

WHERE TEACHERS GET THEIR INFORMATION FOR TEACHING CURRENT EVENTS
Base: Teachers Who Discuss Each Topic in Their Economics Class

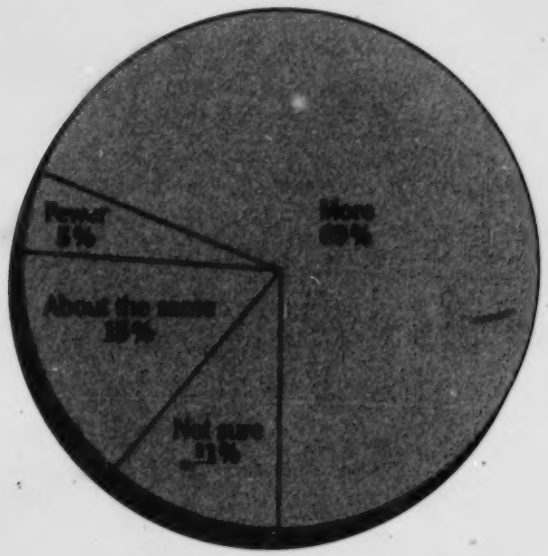
	Economic Texts %	Teachers' Guides/ Manuals %	Teaching Workshops %	Other Teachers %	News-letters %	Own Library Research %	News-papers %
Topics discussed in last 3 months:							
Antitrust laws	67	35	6	8	11	37	42
Tariffs	61	35	8	5	12	30	49
Government regulations	54	42	10	9	17	30	64
International trade	54	39	8	7	15	28	69
Stocks & bonds/ stock market	51	41	9	10	17	33	70
Strikes/labor problems	51	36	8	11	16	29	77
Business profits/ corporations	50	40	10	9	19	31	67
Balance of payments	50	37	8	8	13	27	63
Inflation	48	43	16	14	25	34	80
Stagflation	47	34	9	9	17	31	69
Recession	45	40	10	10	17	27	79
Interest rates	39	35	8	8	16	25	76
Unemployment	39	35	8	9	18	26	79
Value of the dollar	38	39	10	11	18	28	79

BEST COPY AVAILABLE

III G. TEACHING AIDS AND MATERIALS IN ECONOMIC EDUCATION: THE TEACHERS' ASSESSMENT

Economics teachers in the nation's junior and senior high schools are in strong agreement that, compared to five years ago, there are more teaching aids and materials available to them in economic education today.

AVAILABILITY OF TEACHING AIDS IN ECONOMIC EDUCATION COMPARED TO FIVE YEARS AGO



Although teachers recognize a significant improvement over the past five years in the availability of teaching aids, they have some mixed feelings about those materials when they compare them to those available in most other subjects. Seven out of every ten economics teachers (69%) feel that there are more teaching materials available today compared to five years ago, but four out of every ten (40%) still feel that there are *fewer* available than in most other subjects. Those teaching in junior high (grades six, seven, eight) are especially likely to feel this way, while those teaching on the upper levels (grades nine-twelve) are somewhat more likely than teachers as a group to feel that there are more materials available in economics than in most other subjects.

QUANTITY OF TEACHING AIDS AND MATERIALS IN ECONOMIC EDUCATION
By Grades Taught

	Total	Grades Teacher Teaches		
		6, 7, 8	9, 10	11, 12
	%	%	%	%
Quantity of teaching materials in economic education compared to those available in most other subjects:				
Greater	18	11	20	20
Less	40	47	40	39
About the same	38	36	37	38
Not sure	4	6	3	3

Economics teachers also have some qualifications about the quality of the teaching materials in economic education. While the largest group (49%) feels that the quality of teaching materials in economics is "about the same" as in most other subjects, those who feel that they are not as good outnumber those who feel they are better. Teachers on the senior high level are somewhat more likely than those on the junior high level to feel positively about the teaching materials.

QUALITY OF TEACHING AIDS AND MATERIALS IN ECONOMIC EDUCATION
By Grades Taught

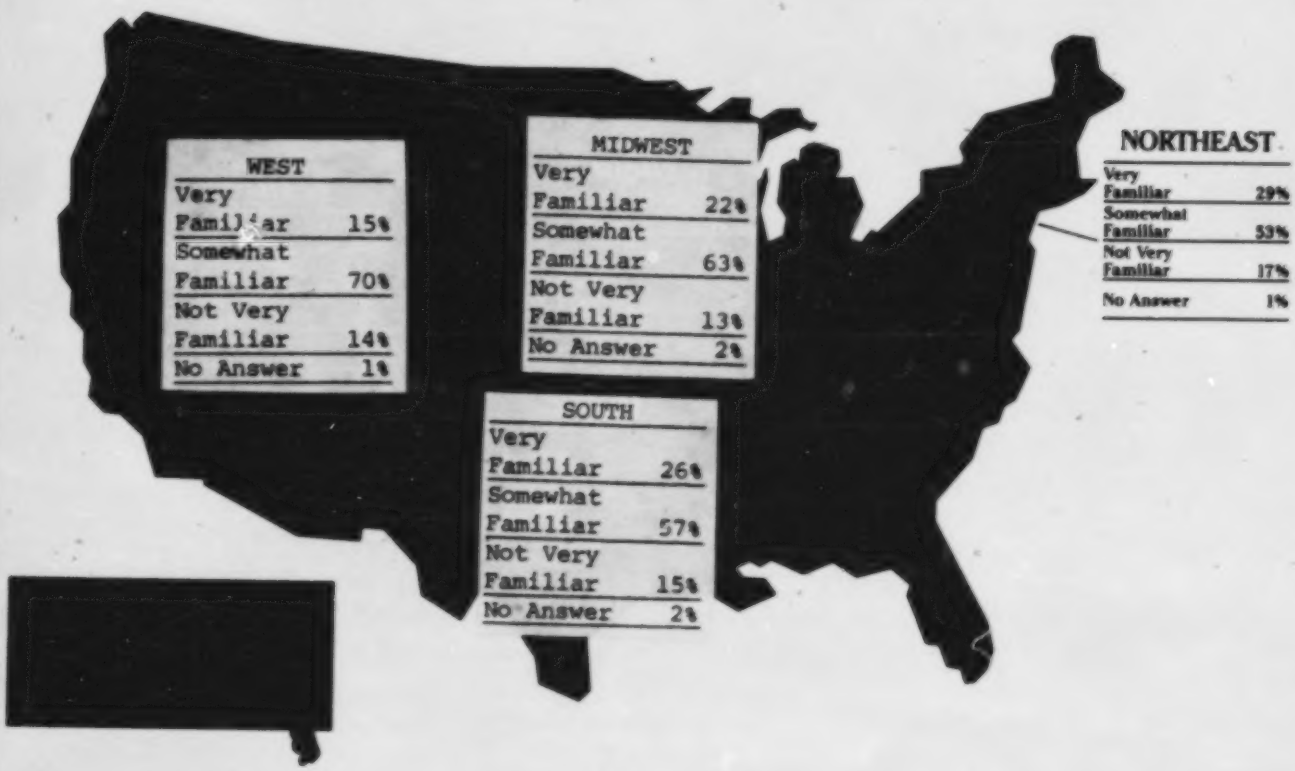
	Total	Grade Teacher Teaches		
		6, 7, 8	9, 10	11, 12
	%	%	%	%
Quality of teaching materials in economic education compared to those available in most other subjects:				
Better	17	14	18	19
Not as good	29	28	28	28
About the same	49	51	50	49
Not sure	5	7	4	4
Net difference: Better minus Not as Good	− 12	− 14	− 10	− 9

Teachers show a relatively high level of familiarity with the available materials even though teaching economics is not a primary responsibility for most of those teaching it. Teaching materials in economic education, at least according to the teachers, are not as plentiful as in most other subjects. Fully 84% describe themselves as being "very" (24%) or "somewhat" (60%) familiar with them. Only 14% say they are "not very familiar." Those who are most familiar are senior high

teachers, those teaching in public schools, and those teaching in the Northeast and South—all groups for which economics is more likely to be a primary teaching responsibility. Teachers in the West are considerably less likely than those in other regions to be "very familiar" with the materials.

FAMILIARITY OF TEACHERS WITH TEACHING AIDS AND MATERIALS AVAILABLE IN ECONOMIC EDUCATION
By Key Groups

		Very Familiar %	Somewhat Familiar %	Not Very Familiar %	No Answer %
Total	**(100%)**	**24**	**60**	**14**	**2**
Level of School					
Junior High	(100%)	21	56	21	2
Senior/4-Year High	(100%)	28	61	10	1
Combined	(100%)	12	63	21	4
Type of School					
Public	(100%)	24	61	13	2
Private/Parochial	(100%)	21	54	23	2



III H. TEACHING AIDS AND MATERIALS IN ECONOMIC EDUCATION: WHAT TEACHERS ARE USING

Economics teachers in junior and senior high schools are using a wide variety of teaching aids *in addition* to the assigned materials in their classes. They are most likely to be selecting and obtaining these materials themselves.

Charts, films and graphs top the list of teaching aids that economics teachers are using in addition to the assigned ones, followed by tables, filmstrips, pamphlets and textbooks.

EXTRA TEACHING MATERIALS USED IN ADDITION TO THE ASSIGNED MATERIALS

	Have Used In Last 3 Months
	%
Charts	75
Films	72
Graphs	70
Tables	69
Filmstrips	65
Pamphlets	62
Texts other than assigned ones	55
Maps	45
Games	37
Audio tapes	28
Video tapes	27
Slides	16
Newspapers	7
Magazines	5
Guest lecturers	5
Other	11

Senior high school economics teachers are somewhat more likely than those in junior high to be using a number of different teaching aids, including pamphlets, additional texts, video tapes and slides. Public school teachers are more likely than those in private and parochial schools to use films and filmstrips.

EXTRA TEACHING MATERIALS USED IN ADDITION TO THE ASSIGNED MATERIALS

By Type of School

		Level of School			Type of School	
	Total	Junior High	Senior/4-Year High	Combined	Public	Private/ Parochial
Have used in last 3 Months:	%	%	%	%	%	%
Charts	75	72	77	69	75	72
Films	72	70	76	57	74	57
Graphs	70	69	71	69	69	76
Tables	69	63	69	72	68	69
Filmstrips	65	63	69	52	68	48
Pamphlets	62	48	66	58	62	56
Texts other than assigned ones	55	45	58	54	54	56
Maps	45	50	42	51	44	49
Games	37	35	37	37	37	39
Audio tapes	28	23	30	28	28	29
Video tapes	27	19	31	21	28	22
Slides	16	10	20	9	16	13

Obtaining teaching materials clearly involves an active choice on the teacher's part. Nearly three-quarters (73%) of all economics teachers report that they get "a lot" (39%) or "some" (34%) materials themselves, i.e., newspapers, magazines, free-loan films, etc. Less than a majority say that they get materials in any other ways, but the most common sources are: centers on economic education, the state department of education, the federal government, the local business community, national businesses and nonprofit organizations. Less than a quarter report getting teaching materials from public interest groups, the national business community or colleges and universities.

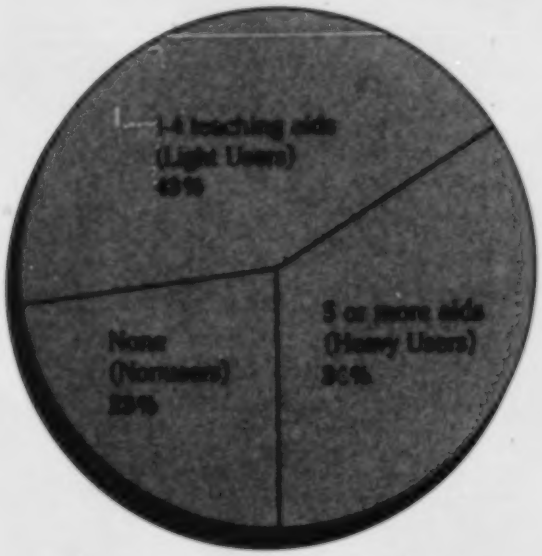
HOW TEACHERS OBTAIN TEACHING MATERIALS

	Amount of Materials Received				
How Received:	**A Lot %**	**Some %**	**Few %**	**None %**	**No Answer %**
I get them myself	39	34	16	7	4
Supplied by centers on economic education	9	29	26	31	5
Supplied by my state department of education	7	26	23	39	5
Supplied by the federal government	6	32	25	32	5
Supplied by local business community	5	28	27	35	5
Supplied by national businesses	4	22	30	38	6
Supplied by national business community	3	17	27	46	7
Supplied by public interest groups	3	18	28	45	6
Supplied by nonprofit organizations	3	22	28	42	5
Supplied by colleges and universities	2	15	24	54	5

BEST COPY AVAILABLE

Economics teachers were also asked to go through a list of 60 specific teaching aids, which included textbooks, films, filmstrips and other types of materials. Roughly a third (34%) of the teachers have used five or more of the aids and can be called "heavy users," while 43% have used one to four aids and can be categorized as "light users." Nonusers constitute a quarter (23%) of all economics teachers.

USERS OF TEACHING AIDS



Those for whom teaching economics is most likely to be a primary responsibility are, as is to be expected, the most likely to be *heavy users* of the teaching materials. They are those teaching on the senior high level (grades nine-twelve), those teaching in public schools and in the South. Also, the longer teachers have been teaching economics, the more likely they are to be using more teaching materials, and those who teach economics either as a separate subject or *both* separately and as part of other subjects are more likely to be heavy users.

Nonusers are clearly most likely to be junior high economics teachers, those teaching in private and parochial schools, and those teachers who teach economics as part of another subject—many of whom are in junior highs. These are also the groups for whom teaching economics is most likely to be a secondary responsibility.

PROFILES OF USERS AND NONUSERS OF TEACHING AIDS
By Key Groups

		Heavy Users (5 or more) %	Light Users (1-4 aids) %	Nonusers (0 aids) %
Total	**(100%)**	**34**	**43**	**23**
Level of School				
Junior High	(100%)	21	44	35
Senior/4-Year High	(100%)	37	44	19
Combined	(100%)	40	34	26
Grades Taught				
6, 7, 8	(100%)	28	39	33
9, 10	(100%)	36	44	20
11, 12	(100%)	38	43	19
Type of School				
Public	(100%)	35	43	22
Private/Parochial	(100%)	34	32	34
Area				
Northeast	(100%)	32	43	25
Midwest	(100%)	36	45	19
South	(100%)	38	38	24
West	(100%)	28	47	25
Length of Time Teaching Economics*				
5 years or less	(100%)	32	43	25
6-9 years	(100%)	32	47	21
10 years or more	(100%)	39	40	21
How Teacher Teaches Economics				
Part of other subject	(100%)	25	40	35
Separate subject	(100%)	37	51	12
Both	(100%)	48	39	13

*Based on those answering.

Teachers were given a list of 60 different teaching aids selected from *Aspects of Economic Education in the Classroom* by Ross D. Sackett, published by Securities Industry Foundation for Economic Education, 1979. The list included textbooks, films, filmstrips and other teaching materials. Two criteria were applied to preliminary selection of the items to be used: 1975 or later publication date, and use above the fifth grade level. A list of over 90 items resulted. Because of the

confines of the questionnaire, the list included only 60 items, since responses would otherwise be too dispersed. Experts in the field of economic education selected the final list on the basis of their knowledge of the most widely used materials. Teachers were asked to indicate which they had personally used. There is no distinction made between one-time use and multiple uses, as in a text used daily or a film used once a year. In those cases where more than one related teaching aid is offered under the same title to schools—such as films and filmstrips—the percentages have been netted. Appendix E provides a list of sources from whom the materials may be obtained.

TEACHING AIDS ECONOMICS TEACHERS HAVE USED
Chosen From a List of Teaching Aids

	Total %
MANAGING YOUR MONEY—1977 Wolf By: Allyn & Bacon, Inc. (Textbook: Grades 9-12)	21
MAKING MONEY WORK—1977 By: Federal Reserve Bank of New York (Filmstrip: Grades 9-12)	20
AMERICAN ENTERPRISE—1976 By: Phillips Petroleum, Modern Talking Picture Service & Karol Media (Film Series: Grades 9-12; Newsletter: Grades 7-12)	19
ECONOMICS FOR EVERYBODY—1976 Antell & Harris By AMSCO School Publications, Inc. (Textbook: Grades 11-12)	19
ADAM SMITH AND THE WEALTH OF NATIONS—1976 By: Liberty Fund, Inc., Modern Talking Picture Service (Film: Grades 11-12)	18
THE KINGDOM OF MOCHA—1976 By: Amoco, Modern Talking Picture Service (Film: Grades 7-12)	18
CONSUMER EDUCATION—1979 By: EMC Corporation (Multimedia Kit: Grades 7-12)	13
FREE TO CHOOSE—1979 By: Public Communications (Film Series: Grades 11-12)	13

TEACHING AIDS ECONOMICS TEACHERS HAVE USED

Chosen From a List of Teaching Aids
(continued)

	Total %
YOU ARE THE AMERICAN ECONOMIC SYSTEM: THE AMERICAN ECONOMIC SYSTEM AND YOUR PART IN IT—1978 By: The Advertising Council, Inc. (Booklets: Grades 7-12)	13
ECONOMICS: PRINCIPLES AND PRACTICES—1979 Brown, et al. By: Chas. Merrill Publishing Co. (Textbook: Grades 10-12)	12
PRIVATE ENTERPRISE SYSTEM—1976 By: American Citizenship Center (Multimedia Kit: Grades 9-12)	11
THE MEANING OF MONEY By: Newsweek, Inc. (Filmstrips: Grades 7-12)	10
ECONOMICS FOR YOUNG AMERICANS—1975, 1977, 1979 By: Chamber of Commerce of the U.S. (Multimedia Kit: Grades 9-12)	9
FUNDAMENTALS OF THE AMERICAN FREE ENTERPRISE SYSTEM—1978 Hodgetts & Smart By: Addison-Wesley Publishing Co. (Textbook: Grades 10-12)	9
TRADE-OFFS—1978 By: Joint Council on Economic Education (Film series and filmstrips: Grades 4-7)	9
THE AMERICAN CONSUMER—1978 Jelley & Herrmann By: McGraw-Hill Book Co. (Textbook: Grades 11-12)	8
CONSUMER EDUCATION—1979 Maedke, et al. By: Glencoe Publishing Co., Inc. (Textbook: Grades 11-12)	8
INTERNATIONAL ECONOMICS—1977 By: Federal Reserve Bank of New York (Filmstrips: Grades 11–12)	8

TEACHING AIDS ECONOMICS TEACHERS HAVE USED
Chosen From a List of Teaching Aids
(continued)

	Total %
OUR ECONOMY: HOW IT WORKS—1979 Clawson By: Addison-Wesley Publishing Co. (Textbook: Grades 8–12)	8
UNDERSTANDING FREE ENTERPRISE By: ATC Publishing Corp. (Multimedia: Grades 5–12)	8
THE CONSUMER IN THE MARKETPLACE—1976 Levy, et al. By: Pitman Learning, Inc. (Textbook: Grades 9–12)	7
DEVELOPMENT OF AMERICAN ECONOMIC LIFE—1978 Heilbroner By: Harcourt Brace Jovanovich, Inc. (Textbook: Grades 9–12)	7
ECONOMICS AND THE AMERICAN DREAM By: Newsweek, Inc. (Filmstrips: Grades 10–12)	7
ECONOMICS FOR YOUNG ADULTS—1977 Linder By: William Sadlier, Inc. (Textbook: Grades 7–9)	7
ECONOMICS—TODAY AND TOMORROW—1978 Miller By: Harper/Canfield (Textbook: Grades 9–12)	7
FERGI BUILDS BUSINESS—1977 By: Disney (Film Series: Grades 7–12)	7
FREE ENTERPRISE—1976 By: Prentice-Hall Media (Filmstrips: Grades 7–12)	7
MRS. PEABODY'S BEACH—1971 By: Disney (Film: Grades 8–12)	7

TEACHING AIDS ECONOMICS TEACHERS HAVE USED

Chosen From a List of Teaching Aids
(continued)

	Total %
WORLD WITHOUT MONEY—1971 By: Disney (Film: Grades 4–9)	7
AGE OF UNCERTAINTY—1976, 1977 By: Films Incorporated (Film Series: Grades 11–12)	6
THE AMERICAN ECONOMIC SYSTEM—1979 By: Society for Visual Education, Inc. (Multimedia Kit: Grades 9–12)	6
CONSUMER ECONOMICS—TODAY AND TOMORROW—1978 Miller By: Harper/Canfield (Textbook: Grades 9–12)	6
ECONOMICS: PROBLEMS, PRINCIPLES, PRIORITIES Golladay By: Addison-Wesley Publishing Co. (Textbook: Grades 10–12)	6
INFLATION—1976 By: General Telephone and Electronics (Film: Grades 11–12)	6
INFLATION By: Social Studies School Service (Simulation: Grades 10–12)	6
JOBS: WHERE DO THEY COME FROM—1976 By: General Telephone and Electronics (Film: Grades 11–12)	6
PEOPLE ON MARKET STREET—1978 By: Disney (Film Series: Grades 9–12)	6
ECONOMICS AND THE GLOBAL SOCIETY By: Newsweek, Inc. (Filmstrips: Grades 10–12)	5
FREE ENTERPRISE IN THE UNITED STATES—1980 Wyllie & Warmke By: Southwestern Publishing Co. (Textbook: Grades 9–12)	5

TEACHING AIDS ECONOMICS TEACHERS HAVE USED

Chosen From a List of Teaching Aids
(continued)

	Total %
OUR WORKING WORLD—1973 Senesh, et al. By: Science Research Associates, Inc. (Textbook Series: Grades 1–6)	5
THE UNITED STATES ECONOMY IN ACTION—1976 By: Educational Enrichment Materials (Filmstrip Series: Grades 11–12)	5
AN ECONOMIC PRIMER $$$ TO DONUTS—1976 By: Prentice-Hall Media (Multimedia Kit: Grades 7–12)	4
ECONOMICS IN PLAIN ENGLISH—1978 Silk By: Simon & Schuster, Inc. (Book: Grades 11–12)	4
ECONOMICS IN SOCIETY—1978 Helburn, et al. By: Addison-Wesley Publishing Co. (Textbook modules: Grades 11–12)	4
IT'S A CAPITAL IDEA—1978 By: Disney (Filmstrips: Grades 7–12)	4
MAN'S MATERIAL WELFARE—1976 By: Dow Chemical Company (Film: Grades 9–12)	4
REAL LIFE CONSUMER ECONOMICS—1980 Herbst, et al. By: Scholastic Magazines, Inc. (Workbook, dittos, transprints: Grades 7–12)	4
SMALL BUSINESS KEEPS AMERICA WORKING—1979 By: Chamber of Commerce of the U.S. (Film: Grades 10–12)	4
SUPERHEROES OF MACROECONOMICS—1976 Jackstadt By: Follett Publishing Co. (Textbook: Grades 7–12)	4

TEACHING AIDS ECONOMICS TEACHERS HAVE USED

Chosen From a List of Teaching Aids
(continued)

	Total %
URBAN ECONOMICS—1978 Senn By: Chas. Merrill Publishing Co. (Textbook: Grades 9–12)	4
WHY FATHERS WORK—1977 By: Encyclopaedia Britannica Ed. Corp. (Film: Grades 7–9)	4
APPLYING ECONOMIC CONCEPTS—1979 Brown & Symmes By: Chas. Merrill Publishing Co. (Textbook: Grades 10–12)	3
ECONOMICS IN AMERICA—1976 Bender & McCuen By: Social Studies School Service (Anthology: Grades 9–12)	3
ECONOMICS: MEETING PEOPLES' NEEDS—1979 Watson By: Science Research Associates, Inc. (Textbook: Grades 9–12)	3
THE INFLATION FILE—1979 By: World Research, Inc. (Film: Grades 11–12)	3
A SOUND INVESTMENT—1978 By: Securities Industry Foundation for Economic Education (Filmstrip: Grades 10–12)	2
HARD CHOICES—THE AMERICAN FREE ENTERPRISE SYSTEM AT WORK—1979 Luker By: Sterling Swift Publishing Co. (Textbook: Grade 12)	2
LIBRA—1978 By: World Research, Inc. (Film: Grades 11–12)	1

After teachers indicated which materials they had personally used, they were asked to indicate which of the materials previously selected they had used most often.

TOP ELEVEN TEACHING AIDS USED MOST OFTEN*

Chosen From Those They Have Used

	Total %
AMERICAN ENTERPRISE—1976	12
KINGDOM OF MOCHA—1976	12
ECONOMICS FOR EVERYBODY—1976	11
MANAGING YOUR MONEY—1977	11
ADAM SMITH AND THE WEALTH OF NATIONS—1976	9
MAKING MONEY WORK—1977	9
CONSUMER EDUCATION—1979	6
ECONOMICS: PRINCIPLES AND PRACTICES—1979	6
FREE TO CHOOSE—1979	6
PRIVATE ENTERPRISE SYSTEM—1976	6
YOU ARE THE AMERICAN ECONOMIC SYSTEM—1978	6

From the materials indicated as most often used, the teachers were asked to choose their five or six favorites.

TOP FOURTEEN FAVORITE TEACHING AIDS*

Five or Six Favorites Picked From Those They Have Used Most Often

	Total %
AMERICAN ENTERPRISE—1976	10
KINGDOM OF MOCHA—1976	10
ECONOMICS FOR EVERYBODY—1976	7
MANAGING YOUR MONEY—1977	7
ADAM SMITH AND THE WEALTH OF NATIONS—1976	5
FREE TO CHOOSE—1979	5
MAKING MONEY WORK—1977	5
CONSUMER EDUCATION—1979	4
ECONOMICS: PRINCIPLES AND PRACTICES—1979	4
MEANING OF MONEY	4
MRS. PEABODY'S BEACH—1971	4
PRIVATE ENTERPRISE SYSTEM—1976	4
TRADE-OFFS—1978	4
YOU ARE THE AMERICAN ECONOMIC SYSTEM—1978	4

*Complete lists are available upon request from Playback Associates, 708 Third Avenue, New York, New York 10017. (800) 221-2223.

III 1. WHAT ECONOMICS TEACHERS NEED

Economics teachers in the nation's junior and senior high schools have some very definite needs, both in terms of teaching materials and additional training that they would like to have.

Teachers on all levels and in both public and private/parochial schools are equally interested in additional films, games and simulation techniques, graphs/tables/charts and pamphlets. Junior high economics teachers and those teaching in public schools express a particular interest in workbooks.

TYPES OF TEACHING MATERIALS THAT TEACHERS WOULD LIKE TO GET
By Level and Type of School

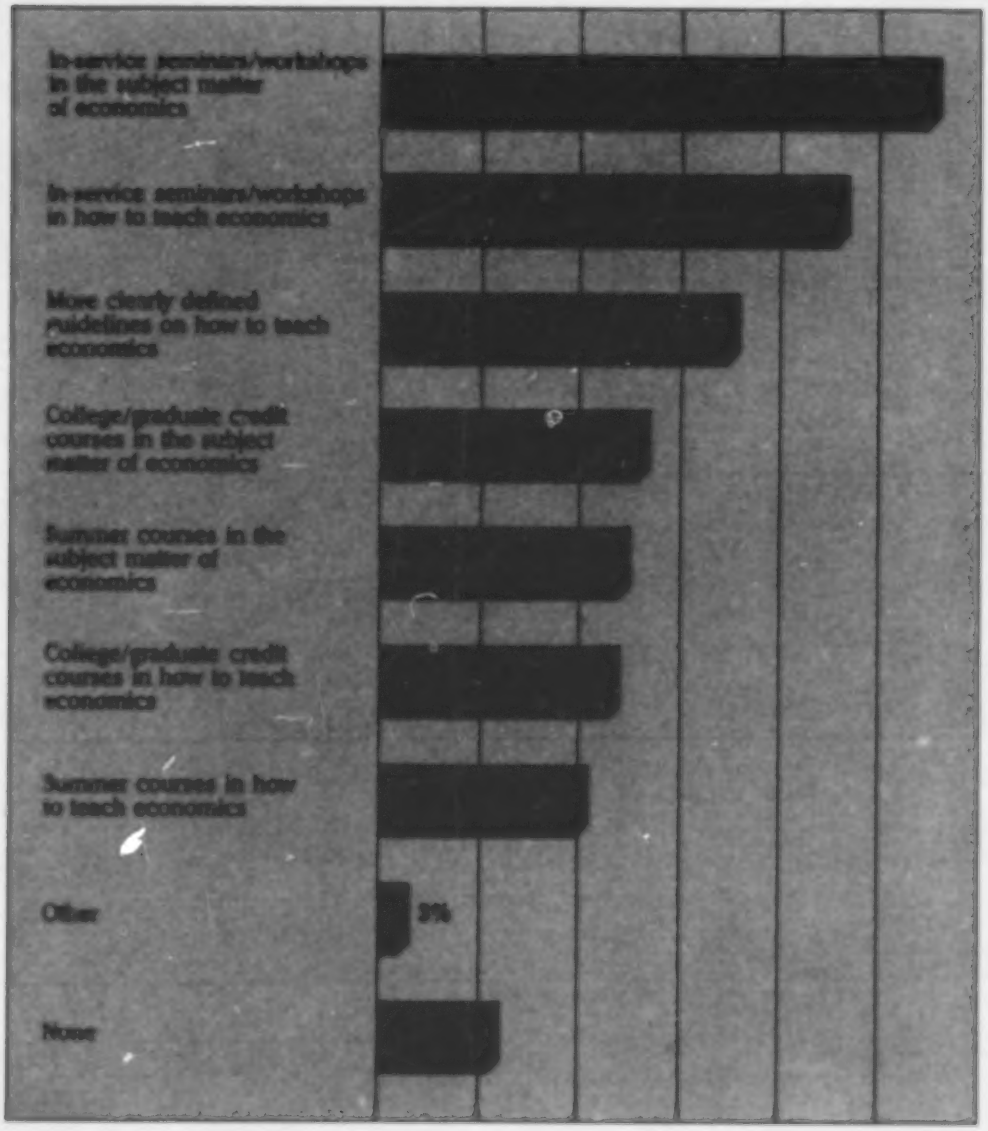
		Level of School			Type of School	
	Total %	Junior High %	Senior/ 4-Year High %	Combined %	Public %	Private/ Parochial %
Films	43	41	44	42	43	45
Games, simulation techniques	41	38	42	43	42	36
Filmstrips	36	38	36	37	37	33
Graphs, tables, charts	34	29	35	34	33	34
Workbooks	34	45	33	26	35	26
Pamphlets	30	33	29	34	31	27
Self-paced materials	26	27	27	24	27	24
Video tapes	25	15	27	26	24	29
Textbooks	19	25	18	18	20	14
Maps	17	17	17	17	16	22
Slides	17	19	16	21	17	19
Audio tapes	11	7	10	18	11	12

In-service seminars and workshops in both the subject matter of economics and how to teach economics top the list of additional types of training economics teachers would like to have, followed by more clearly defined guidelines on how to teach it. College and graduate level courses and summer workshops come at the bottom of the list—no doubt due to the high educational level and extensive training of economics teachers.* Clearly the more practical and efficient types of training, rather than full courses, are what economics teachers want.

*See Section III A

BEST COPY AVAILABLE

ADDITIONAL TYPES OF TRAINING ECONOMICS TEACHERS WOULD LIKE TO HAVE


In-service seminars/workshops in the subject matter of economics
In-service seminars/workshops in how to teach economics
More clearly defined guidelines on how to teach economics
College/graduate credit courses in the subject matter of economics
Summer courses in the subject matter of economics
College/graduate credit courses in how to teach economics
Summer courses in how to teach economics
Other
3%
None

Junior high teachers and those teaching in public schools are especially likely to want more training in *how to teach* economics. This is perhaps because junior high teachers are less likely than their senior high counterparts to have had courses in this area. Senior high teachers, and those teaching in private and parochial schools, on the other hand, are especially likely to want additional training in the *subject matter* of economics (even though 86% of senior high teachers have had courses in economics). This need is not surprising, when one remembers the broad range of topics and the complexity of the topics that senior high and private/parochial school teachers are presenting in their economics classes.*

ADDITIONAL TYPES OF TRAINING ECONOMICS TEACHERS WOULD LIKE TO HAVE
By Level and Type of School

		Level of School			Type of School	
	Total %	Junior High %	Senior/ 4-Year High %	Combined %	Public %	Private/ Parochial %
In-service seminars/ workshops in the subject matter of economics	56	46	59	53	55	60
In-service seminars/ workshops in how to teach economics	47	48	47	44	47	47
More clearly defined guidelines on how to teach economics	36	42	35	35	36	34
College/graduate credit courses in the subject matter of economics	27	22	29	24	27	24
Summer courses in the subject matter of economics	25	20	26	24	24	33
College/graduate credit courses in how to teach economics	24	31	24	15	26	12
Summer courses in how to teach economics	21	21	22	17	22	18
Other	3	6	3	1	3	—
None	12	15	12	11	13	8

*See Section III F

APPENDIX A
SAMPLING PROCEDURE AND RESPONDENT SELECTION

Sampling Procedure

The survey universe was economics teachers in all junior and senior high schools in the United States, public, private and parochial. The sample of 500 schools was selected as follows:

A multistage stratification method was used. The total universe of 31,550 junior and senior high schools,* both public and private, was stratified into four cells:

1. Public junior high schools
2. Public senior high schools
3. Private junior high schools
4. Private senior high schools (including those with grades K-12)

Each cell was sorted into the nine divisions defined by the Bureau of the Census.

The sample was further stratified into metropolitan and nonmetropolitan areas.

Within each Census Division and type of metropolitan area the schools were arrayed by student enrollment. A random selection of schools was made from this sorted list by choosing a random starting point using a fixed sampling interval. Thus, the selection of Cluster Frames was at fixed intervals proportionate to student enrollment. A design weight was applied and a double interval was employed for the selection of public schools in nonmetropolitan areas.

A total of 154 Cluster Frames were drawn as follows:

Public Schools—102 Cluster Frames (4 schools per cluster:
3 senior/1 junior)
306 senior high schools
102 junior high schools

Private Schools—51 Cluster Frames (2 schools per cluster:
1 senior/1 junior)
51 senior high schools**
51 junior high schools

Total Schools—153 Cluster Frames
357 senior high schools
153 junior high schools

*Source: State and Municipal School District Directories, Market Data Retrieval, Inc.
**Including schools with grades K-12.

Respondent Selection

To insure a wide distribution of the economics educator universe throughout the United States, it was determined that only one such educator would be interviewed at each selected school.

The principals of each of the sample schools and the district supervisors in the case of public schools were sent letters in advance explaining the purpose of the study and asking for their cooperation.

Interviewers then telephoned the principals and asked each of them to give them the names of all teachers in their school teaching economics under any of its guises—either as a separate subject or as part of another subject. Interviewers listed all such teachers in each school alphabetically and then selected the first name on the list. If that teacher was unavailable for an interview, they went to the second name on the list. A total of 510 personal interviews were completed during April and May of 1980.

In addition, self-administered questionnaires—identical in content to those used in the personal interviews—were left behind with any additional economics teachers in the sample schools. These self-administered interviews, which respondents mailed directly back to Yankelovich, Skelly and White, Inc., were then weighted back into the overall proportions of the sample. A total of 273 such questionnaires were completed, bringing the total number of interviews to 783 (weighted number: 925).

APPENDIX B
TABLE OF SAMPLING TOLERANCES

APPENDIX B
TABLE OF SAMPLING TOLERANCES

	Number of Cases					
	100 ±%	**300** ±%	**500** ±%	**700** ±%	**900** ±%	**1200** ±%
Reported Percentages						
50/50	10.0	5.8	4.5	3.8	3.3	2.9
60/40	9.8	5.7	4.4	3.7	3.3	2.8
70/30	9.2	5.3	4.1	3.5	3.1	2.6
80/20	8.0	4.6	3.6	3.0	2.7	2.3
90/10	6.0	3.5	2.7	2.3	2.0	1.7

The margin of error for the sample in this study (783 respondents) is approximately ±3.5%.

APPENDIX C
THE QUESTIONNAIRE

For the convenience of the reader, only the self-administered version of the questionnaire has been included. It is identical in content to the version used in the personal interviews, but has a format which is much easier to read.

Yankelovich, Skelly and White, Inc.

Job #8224
April, 1980

ECONOMIC EDUCATION STUDY

Yankelovich, Skelly and White, Inc. is a national public opinion research firm, and we are currently conducting a study among teachers of economics in junior and senior high schools around the country. We would very much appreciate your completing this questionnaire and returning it to us in the enclosed envelope.

In an effort to represent the universe of all junior and senior high schools in the United States, all school districts in the country were grouped by size and region. Thus, your school district has been randomly selected to represent not only itself but others like it throughout the country.

The purpose of the survey is to provide a report on the state of economic education in the country by identifying who economics teachers are, what they are teaching, and what teaching aids they are using. By "economics" we mean any aspect of the American economic system -- for example, American business, the free enterprise system, consumer economics, practical "how to" economics, and so on. The final report will be published in the fall of 1980, and we will be happy to send a copy to you when it is completed.

All of your answers to the questions will be kept strictly confidential.

In filling out the questionnaire, just check off the box next to your answer. We will appreciate your using pencil. In several instances, you will see that there are spaces for you to add other answers. If you do so, please check the box opposite your additions.

NOTE: We have used the term "economics" throughout the questionnaire to describe the class that you teach dealing with economics. We realize that it may, in fact, be called something different in your school, but this has been done for ease of question wording.

CF #: [ ][ ][ ][ ][ ][ ][ ][ ][ ] 1- 2- 3- 4-
5- 6- 7- 8- 9- 10- 11- 12- 13-

SCHOOL I.D.#: [ ][ ][ ]
14- 15- 16-

TO BE FILLED OUT BY INTERVIEWER BEFORE GIVING QUESTIONNAIRE TO RESPONDENT

Name of School: _____

Address of School: _____ City: _____ State: _____

Telephone No. of School: _____/_____

SECTION I - ECONOMIC EDUCATION TODAY

Let's start out by talking about economic education in junior and senior high schools as it is today.

1a. How many hours do you currently teach <u>each week</u>? (PLEASE CHECK <u>ONE</u> BOX ONLY BELOW UNDER Q.1a)

1b. Approximately how many hours a week do you currently spend teaching <u>economics or an economics-related subject</u>? (PLEASE CHECK <u>ONE</u> BOX ONLY BELOW UNDER Q.1b)

1c. And, from what you can remember, roughly how many hours a week did you spend teaching economics <u>3 years ago</u>? (PLEASE CHECK <u>ONE</u> BOX ONLY BELOW UNDER Q.1c)

1d. And, from what you can remember, approximately how many hours a week did you spend teaching economics <u>5 years ago</u>? (PLEASE CHECK <u>ONE</u> BOX ONLY BELOW UNDER Q.1d)

	Q.1a Total Hours	Q.1b Hours Teaching Economics	Q.1c Hours 3 Years Ago	Q.1d Hours 5 Years Ago
1 hour or less	☐ 17-1	☐ 18-1	☐ 19-1	☐ 20-1
2 - 3 hours	☐ -2	☐ -2	☐ -2	☐ -2
4 - 5 hours	☐ -3	☐ -3	☐ -3	☐ -3
6 - 7 hours	☐ -4	☐ -4	☐ -4	☐ -4
8 - 12 hours	☐ -5	☐ -5	☐ -5	☐ -5
13 - 18 hours	☐ -6	☐ -6	☐ -6	☐ -6
19 - 24 hours	☐ -7	☐ -7	☐ -7	☐ -7
25 or more	☐ -8	☐ -8	☐ -8	☐ -8
Wasn't teaching then	-8	-8	☐ -9	☐ -9
	-0	-0	-0	-0

2a. How many students do you teach altogether each week? (PLEASE CHECK ONE BOX ONLY BELOW UNDER Q.2a)

2b. And how many students do you teach economics each week? (PLEASE CHECK ONE BOX BELOW UNDER Q.2b)

	Q.2a Total Students	Q.2b Economics Students
0 - 19.....	☐ 21-1	☐ 22-1
20 - 39.....	☐ -2	☐ -2
40 - 59.....	☐ -3	☐ -3
60 - 79.....	☐ -4	☐ -4
80 or more.....	☐ -5	☐ -5

3a. Compared to 3 years ago, would you say that a larger percentage of students in schools like yours are now studying economics, a smaller percentage, or hasn't there been any change? (PLEASE CHECK ONE BOX BELOW UNDER Q.3a)

3b. And, compared to 5 years ago, would you estimate that a larger percentage of students in schools like yours are now studying economics, a smaller percentage, or hasn't there been any change? (PLEASE CHECK ONE BOX ONLY BELOW UNDER Q.3b)

	Q.3a 3 Years Ago	Q.3b 5 Years Ago
Larger.....	☐ 23-1	☐ 24-1
Smaller.....	☐ -2	☐ -2
No change.....	☐ -3	☐ -3
	-4	-4

4. Listed below are a number of different goals for economic education on the junior and senior high school levels. For each one, please indicate whether this is a very important goal of economics as it is taught in your school, a somewhat important goal, or not a goal? (PLEASE CHECK ONE BOX ONLY BELOW NEXT TO EACH GOAL)

	Very Important	Somewhat Important	Not A Goal
A. To prepare students to make intelligent decisions.....	☐ 25-1	☐ -2	☐ -3 -4
B. To give students the analytical tools to maximize their own personal financial/economic positions.....	☐ 26-1	☐ -2	☐ -3 -4
C. To increase understanding of the free enterprise system.....	☐ 27-1	☐ -2	☐ -3 -4
D. To teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, how to shop wisely, etc.....	☐ 28-1	☐ -2	☐ -3 -4
E. To help students understand the current problems facing the country.....	☐ 29-1	☐ -2	☐ -3 -4
F. To teach students about alternative economic systems.....	☐ 30-1	☐ -2	☐ -3 -4
G. Other: _____	☐ 31-1	☐ -2	☐ -3 -4
_____ (PLEASE SPECIFY)	☐ -1	☐ -2	☐ -3 -4

32-

5. At what grade level in your school is economics first introduced into the classroom? (PLEASE CHECK ONE BOX ONLY BELOW)

Nursery school/kindegarten.....	☐ 33-1	7th grade.....	☐ 34-1
1st grade.....	☐ -2	8th grade.....	☐ -2
2nd grade.....	☐ -3	9th grade (Freshman).....	☐ -3
3rd grade.....	☐ -4	10th grade (Sophomore).....	☐ -4
4th grade.....	☐ -5	11th grade (Junior).....	☐ -5
5th grade.....	☐ -6	12th grade (Senior).....	☐ -6
6th grade.....	☐ -7		

6a. Is economics a required subject or an elective in your school? (PLEASE CHECK ONE BOX ONLY BELOW)

(PLEASE SKIP TO Q. 7) - Required subject.....	☐ 35-1
(PLEASE ANSWER Q. 6b) - Elective subject.....	☐ -2
	-3

6b. PLEASE ANSWER ONLY IF "ELECTIVE" IN Q.6a: Can all students in your school elect to take economics -- or just the better students? (PLEASE CHECK ONE BOX ONLY BELOW)

All students.....	☐ 36-1
Just better students.....	☐ -2
	-3

7. Is economics taught in your school as part of other related subjects, such as history, government or business, is it taught as a separate subject, or is it taught both ways? (PLEASE CHECK ONE BOX ONLY BELOW)

Taught as part of related subjects....	☐ 37-1
Taught as separate subject.....	☐ -2
Both.....	☐ -3
	-4

8a. Is the teaching of some form of economics in your school mandated by state law? (PLEASE CHECK ONE BOX ONLY BELOW)

(PLEASE ANSWER Q.8b) - Yes.....	☐ 38-1
(PLEASE SKIP TO Q.9a) - No.....	☐ -2
	-3

8b. PLEASE ANSWER ONLY IF "YES" IN Q.8a: Does the law in your state specify the way that economics is to be taught -- or not? (PLEASE CHECK ONE BOX ONLY BELOW)

Yes, does specify.....	☐ 39-1
No, doesn't specify.....	☐ -2
	-3

SECTION II - WHAT TEACHERS ACTUALLY TEACH

Let's talk a little bit about how you teach economics

9a. Do you teach economics as part of another class or subject, as a separate subject, or both ways? (PLEASE CHECK ONE BOX ONLY BELOW)

Part of another class/subject.....	☐	40-1
Separate subject.....	☐	-2
Both.....	☐	-3

9b. Exactly what is (are) the class(es) called in which you teach economics?

_____

(PLEASE WRITE IN NAMES OF CLASSES ABOVE AND CHECK APPROPRIATE BOXES BELOW UNDER Q.9b)

9c. What other classes or subjects in your school that you personally do not teach include economics?

_____

(PLEASE WRITE IN NAMES OF CLASSES ABOVE AND CHECK APPROPRIATE BOXES BELOW UNDER Q.9c; IF "NONE" CHECK APPROPRIATE BOX BELOW).

	Q. 9b Teach Myself		Q. 9c Others Teach	
Accounting.....	☐	41-1	☐	43-1
American contemporary problems.	☐	-2	☐	-2
American studies/culture.....	☐	-3	☐	-3
Anthropology.....	☐	-4	☐	-4
Bookkeeping.....	☐	-5	☐	-5
Business law/education.....	☐	-6	☐	-6
Career education.....	☐	-7	☐	-7
Civics.....	☐	-8	☐	-8
Consumer economics/education...	☐	-9	☐	-9
Distributive education/ marketing.....	☐	-0	☐	-0
Economics.....	☐	-x	☐	-x
Free enterprise.....	☐	-y	☐	-y
Geography (U.S./American).....	☐	42-1	☐	44-1
Geography (world).....	☐	-2	☐	-2
Geology.....	☐	-3	☐	-3
Government (U.S./American)	☐	45-1	☐	47-1
Government (comparative/ world.....	☐	-2	☐	-2
History (U.S./American)....	☐	-3	☐	-3
History (World).....	☐	-4	☐	-4
Homemaking/home economics..	☐	-5	☐	-5
International relations....	☐	-6	☐	-6
Journalism.....	☐	-7	☐	-7
Mathematics.....	☐	-8	☐	-8
Political science/politics.	☐	-9	☐	-9
Religion.....	☐	-0	☐	-0
Social studies.....	☐	-x	☐	-x
Sociology.....	☐	-y	☐	-y
Urban studies.....	☐	46-1	☐	48-1
Other: _____	☐	-2	☐	-2
_____	☐		☐	
_____	☐		☐	
_____ (PLEASE SPECIFY)	☐		☐	
None.....		-8	☐	-*

10a. Would you say that teaching economics is your main teaching responsibility -- or is it a secondary responsibility for you? (PLEASE CHECK ONE BOX ONLY BELOW)

Main responsibility..... ☐ 49-1
Secondary responsibility..... ☐ -2
-3

10b. Do you teach any other subjects unrelated to economics? (PLEASE CHECK ONE BOX ONLY BELOW)

(PLEASE ANSWER Q.10c) - Yes..... ☐ 50-1
(PLEASE SKIP TO Q.11) - No..... ☐ -2

10c. PLEASE ANSWER ONLY IF "YES" IN Q.10b: What else do you teach?

(PLEASE WRITE IN NAME(S) OF SUBJECT(S) ABOVE AND CHECK APPROPRIATE BOXES BELOW)

Algebra.....	☐ 51-1	Geography.....	☐ 52-1	Psychology.....	☐ 53-1
Anthropology.....	☐ -2	Geology/earth science..	☐ -2	Reading.....	☐ -2
Art.....	☐ -3	Geometry.....	☐ -3	Religion.....	☐ -3
Bible studies.....	☐ -4	Government (U.S./		Science.....	☐ -4
Biology.....	☐ -5	American.....	☐ -4	Shorthand.....	☐ -5
Calculus.....	☐ -6	Health.....	☐ -5	Social studies.....	☐ -6
Chemistry.....	☐ -7	History (U.S./		Sociology.....	☐ -7
Civics.....	☐ -8	American.....	☐ -6	Trigonometry.....	☐ -8
Coach of sports team.....	☐ -9	History (world).....	☐ -7	Typing.....	☐ -9
English composition/		Home economics.....	☐ -8	Urban studies.....	☐ -0
writing.....	☐ -0	Mathematics.....	☐ -9		
English literature.....	☐ -x	Music.....	☐ -0	Other: _____	☐ -x
Foreign language(s).....	☐ -y	Physical education.....	☐ -x		
		Physics.....	☐ -y	_____	☐
				_____	☐
				(PLEASE SPECIFY)	54-

11. Below are four statements about the focus of economics classes. Which statement comes closest to describing the way that you teach economics? (PLEASE CHECK ONE BOX ONLY BELOW)

A. I primarily stress "theoretical" economics in my economics class, that is, principles, concepts and systems..... ☐ 55-1
B. I primarily stress practical or "how to" economics in my economics class, that is, knowledge that students need in their everyday lives..... ☐ -2
C. I stress both theoretical and practical "how to" economics in my economics class..... ☐ -3
D. I stress neither theoretical nor practical "how to" economics in my economics class..... ☐ -4
-5

12a. Listed below are some of the things that teachers of economics like yourself are currently teaching to their students in junior high and high school. Would you please check the boxes next to those items which you are currently teaching to your students. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q. 12a)

12b. Are there any other topics that you would like to see added to the economics curriculum that you teach? Just check the boxes next to those that you would like to see added under Q. 12b below. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q. 12b)

12c. Now I'd like you to look at the list a third time and check the boxes next to those items which your students have the most trouble understanding. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q. 12c)

	Q. 12a Currently Teaching	Q. 12b Would Like Added	Q. 12c Trouble Understanding
Business (cycles, profits, stock market, etc).....	☐ 56-1	☐ 59-1	☐ 62-1
Comparative economic systems/philosophies (capitalism, socialism, etc).....	☐ -2	☐ -2	☐ -2
Consumer issues/consumerism.....	☐ -3	☐ -3	☐ -3
Current economic issues/controversies (OPEC, trade deficit, inflation, etc.).....	☐ -4	☐ -4	☐ -4
Decisionmaking.....	☐ -5	☐ -5	☐ -5
Economic history.....	☐ -6	☐ -6	☐ -6
Economic theory (Keynes, Friedman, etc).....	☐ -7	☐ -7	☐ -7
Free enterprise/market/laissez-faire system.....	☐ -8	☐ -8	☐ -8
Government controls/regulation of the economy/ social security system.....	☐ -9	☐ -9	☐ -9
Government statistics (unemployment, GNP, government revenues, spending, etc).....	☐ -0	☐ -0	☐ -0
How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc.....	☐ -x	☐ -x	☐ -x
International economics (international trade, balance of payments, multinational corporations etc).....	☐ -y	☐ -y	☐ -y
Labor-management relations.....	☐ 57-1	☐ 60-1	☐ 63-1
Monetary system/banking system/Federal Reserve/ loans/interest rates.....	☐ -2	☐ -2	☐ -2
Natural resources (depletion/scarcities).....	☐ -3	☐ -3	☐ -3
Opportunity cost.....	☐ -4	☐ -4	☐ -4
Price structure.....	☐ -5	☐ -5	☐ -5
Production of goods (automation, technology, social aspects of, factors in, etc).....	☐ -6	☐ -6	☐ -6
Scarcity.....	☐ -7	☐ -7	☐ -7
Supply and demand.....	☐ -8	☐ -8	☐ -8
Tax system/taxes/tax forms.....	☐ -9	☐ -9	☐ -9
Tradeoffs.....	☐ -0	☐ -0	☐ -0
Other: _____ _____ _____ (PLEASE SPECIFY)	☐ -x ☐ ☐ 58-	☐ -x ☐ ☐ 61-	☐ -x ☐ ☐ 64-

SECTION III - TEACHING AIDS AND MATERIALS

Let's talk a little about teaching aids and materials in economic education.

13a. Do you feel that the quantity of teaching aids and materials available in economic education is greater than in most other subjects, less, or about the same? (PLEASE CHECK ONE BOX ONLY BELOW)

Greater.....	☐	65-1
Less.....	☐	-2
About the same.....	☐	-3
		-4

13b. And what about the quality of the teaching aids and materials available in economic education -- based on what you've used, seen or heard, do you feel that they are generally better than those in most other subjects, not as good, or about the same? (PLEASE CHECK ONE BOX ONLY BELOW)

Better.....	☐	66-1
Not as good.....	☐	-2
About the same.....	☐	-3
		-4

13c. Compared to 5 years ago, are there more teaching aids and materials available in economic education, fewer teaching aids and materials, or about the same number? (PLEASE CHECK ONE BOX ONLY BELOW)

More.....	☐	67-1
Fewer.....	☐	-2
About the same.....	☐	-3
		-4

13d. Would you say that you personally are very familiar with the teaching aids and materials in economic education, somewhat familiar -- or not very familiar with them? (PLEASE CHECK ONE BOX ONLY BELOW)

Very familiar.....	☐	68-1
Somewhat familiar.....	☐	-2
Not very familiar.....	☐	-3
		-4

14. Below are listed some extra teaching materials that a teacher might use in an economics class in addition to the assigned materials. For each one, please indicate whether you have used it in the last 3 months -- or not. (PLEASE CHECK ONE BOX ONLY BELOW NEXT TO EACH ITEM)

		Have Used		Haven't Used	
A.	Films	☐ 69-1		☐ -2	-3
B.	Charts	☐ 70-1		☐ -2	-3
C.	Tables	☐ 71-1		☐ -2	-3
D.	Graphs	☐ 72-1		☐ -2	-3
E.	Games	☐ 73-1		☐ -2	-3
F.	Texts other than the assigned one(s)	☐ 74-1		☐ -2	-3
G.	Maps	☐ 75-1		☐ -2	-3
H.	Audio tapes	☐ 76-1		☐ -2	-3
I.	Video tapes	☐ 77-1		☐ -2	-3
J.	Pamphlets	☐ 78-1	80-1	☐ -2	-3
K.	Filmstrips	☐ 5-1	Card 2	☐ -2	-3
L.	Slides	☐ 6-1		☐ -2	-3
M.	Other: _____	☐ 7-1		☐ -2	-3
	_____	☐ -1		☐ -2	-3
	_____ (PLEASE SPECIFY)	☐ -1		☐ -2	-3
		8-	9-	10-	

15. Below are listed a number of ways that economics teachers like yourself can get free teaching materials and aids. For each one, please indicate whether you get a lot of materials this way, some materials, a few, or none? (PLEASE CHECK ONE BOX ONLY NEXT TO EACH ITEM BELOW)

		A Lot Of Materials	Some Materials	Few Materials	No Materials	
A.	I get them myself	☐ 11-1	☐ -2	☐ -3	☐ -4	-5
B.	Supplied by centers on economic education	☐ 12-1	☐ -2	☐ -3	☐ -4	-5
C.	Supplied by local business community	☐ 13-1	☐ -2	☐ -3	☐ -4	-5
D.	Supplied by national businesses	☐ 14-1	☐ -2	☐ -3	☐ -4	-5
E.	Supplied by national business community (e.g. Chamber of Commerce of the U.S.)	☐ 15-1	☐ -2	☐ -3	☐ -4	-5
F.	Supplied by public interest groups	☐ 16-1	☐ -2	☐ -3	☐ -4	-5
G.	Supplied by nonprofit organizations, (e.g. foundations)	☐ 17-1	☐ -2	☐ -3	☐ -4	-5
H.	Supplied by my state department of education	☐ 18-1	☐ -2	☐ -3	☐ -4	-5
I.	Supplied by the federal government	☐ 19-1	☐ -2	☐ -3	☐ -4	-5
J.	Supplied by college and universities	☐ 20-1	☐ -2	☐ -3	☐ -4	-5

16a. Do you ever discuss current events in your economics class?(PLEASE CHECK ONE BOX ONLY BELOW)

(PLEASE ANSWER Q's 16b, 16c, 16d) - Yes..... ☐ 21-1
(PLEASE SKIP TO Q.17) - No..... ☐ -2

16b. PLEASE ANSWER ONLY IF "YES" IN Q.16a: Listed below are some different current events topics that might be discussed in an economics class such as yours. Under Q.16b below, please check the boxes next to those that you have discussed in your class in the last 3 months. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q.16b)

16c. PLEASE ANSWER FOR EACH ITEM CHECKED UNDER Q.16b BELOW For each of the current events topics that you have checked in Q.16b, please indicate under Q.16c below whether you yourself usually bring it up in your economics class -- or whether your students do. (PLEASE CHECK ONE BOX ONLY UNDER Q.16c NEXT TO EACH ITEM CHECKED IN Q.16b)

16d. PLEASE ANSWER FOR EACH ITEM CHECKED UNDER Q.16b BELOW: Listed below under Q.16d are some different sources of information on current events relating to economics. Please check the box or boxes under the sources that you use most often for ideas on how to teach each of the topics checked under Q.16b. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.16d OPPOSITE EACH ITEM CHECKED IN Q.16b)

	Q.16b Discussed In Last 3 Months	Q.16c Self	Q.16c Students	Q. 16d Sources of Information: Economic texts (A)	Teachers' guides/ manuals/magazines (B)	Teaching workshops/ institutes/conventions (C)	Other Teachers (D)	News-letters (E)	Your own library research (F)	News-papers (G)
A. Inflation	☐ 22-1	☐ 24-1	☐ -2	☐ 32-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
B. Stocks & bonds/ stock market	☐ -2	☐ 25-1	☐ -2	☐ 33-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
C. Business profits/ corporations	☐ -3	☐ 26-1	☐ -2	☐ 44-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
D. Government regulations	☐ -4	☐ 27-1	☐ -2	☐ 45-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
E. Interest rates	☐ -5	☐ 28-1	☐ -2	☐ 46-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
F. Anti-trust laws	☐ -6	☐ 29-1	☐ -2	☐ 47-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
G. Tariffs	☐ -7	☐ 30-1	☐ -2	☐ 48-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
H. Strikes/labor problems	☐ -8	☐ 31-1	☐ -2	☐ 49-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
I. Unemployment	☐ -9	☐ 32-1	☐ -2	☐ 50-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
J. International trade	☐ -0	☐ 33-1	☐ -2	☐ 51-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
K. Balance of payments	☐ -x	☐ 34-1	☐ -2	☐ 52-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
L. Value of the dollar	☐ -y	☐ 35-1	☐ -2	☐ 53-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
M. Recession	☐ 23-1	☐ 36-1	☐ -2	☐ 54-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
N. Stagflation	☐ -2	☐ 37-1	☐ -2	☐ 55-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
O. Other. _____	☐ -3	☐ 38-1	☐ -2	☐ 56-1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
_____	☐	☐	☐ -2	☐ -1	☐ -2	☐ -3	☐ -4	☐ -5	☐ -6	☐ -7
_____ (PLEASE SPECIFY)	☐	☐ 39-	☐ -2 40- 41-	☐ -1	☐ -2	☐ -3	☐ -4 57-	☐ -5 58-	☐ -6 59-	☐ -7

17a. Below is a list of different textbooks, films, filmstrips, and other teaching materials and aids commonly used in teaching economics on the junior high and high school levels. Would you please indicate those which you personally have used by putting checks in the boxes next to them under Q.17a below. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER 17a BELOW)

17b. Looking only at those materials that you have checked in Q.17a, would you please indicate those teaching materials that you have used most often by checking the boxes next to them under Q.17b below. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.17b BELOW)

17c. Looking only at those materials that you have checked in Q.17b below, would you please indicate your five or six favorite teaching aids by checking the appropriate boxes under Q.17c below. (PLEASE CHECK NO MORE THAN SIX BOXES UNDER Q.17c BELOW) If any of your particular favorites are not listed below, please write them in under "Other" below under Q.17c and check the box next to them.

	Q.17a Used	Q.17b Used Most Often	Q.17c 5 Or 6 Favorites
1. TRADE-OFFS - 1978 By: Joint Council on Econ. Ed. (Film Series: Grades 5-9)	☐ 60-1	☐ 61-1	☐ 62-1
2. TRADE-OFFS - 1979 By: Media Basics (Filmstrips: Grades 5-9)	☐ -2	☐ -2	☐ -2
3. OUR WORKING WORLD - 1973 Senesh et. al. By: Science Research Associates, Inc. (Textbook series: Grade 1-6)	☐ -3	☐ -3	☐ -3
4. PRIVATE ENTERPRISE SYSTEM - 1976 By: American Citizenship Center (Multimedia kit: Grades 9-12)	☐ -4	☐ -4	☐ -4
5. YOU ARE THE AMERICAN ECONOMIC SYSTEM: THE AMERICAN ECONOMIC SYSTEM AND YOUR PART IN IT - 1978 By: The Advertising Council, Inc. (Booklets: Grades 7-12)	☐ -5	☐ -5	☐ -5
6. MANAGING YOUR MONEY - 1977 (Wolf) By: Allyn & Bacon, Inc. (Textbook: Grades 9-12)	☐ -6	☐ -6	☐ -6
7. INFLATION By: Amidon Social Science School Service (Simulation: Grades 10-12)	☐ -7	☐ -7	☐ -7
8. THE KINGDOM OF MOCHA - 1976 By: Amoco, Modern Talking Picture Service (Film: Grades 7-12)	☐ -8	☐ -8	☐ -8
9. ECONOMICS FOR EVERYBODY - 1976 Antell & Harris By: AMSCO School Publication, Inc. (Textbook: Grades 11-12)	☐ -9	☐ -9	☐ -9

	Q.17a Used	Q.17b Used Most Often	Q.17c 5 or 6 Favorites
10. UNDERSTANDING FREE ENTERPRISE By: ATC Publishing Corp. (Multimedia: Grades 5-12)	☐ 63-1	☐ 65-1	☐ 67-1
11. FUNDAMENTALS OF THE AMERICAN FREE ENTERPRISE SYSTEM - 1978 Hodgetts & Smart By: Addison-Wesley Publishing Co. (Textbook: Grades 10-12)	☐ -2	☐ -2	☐ -2
12. ECONOMICS IN SOCIETY - 1978 Helburn et. al. By: Addison-Wesley Publishing Co. (Textbook modules: Grades 11-12)	☐ -3	☐ -3	☐ -3
13. OUR ECONOMY: HOW IT WORKS - 1979 Clawson By: Addison-Wesley Publishing Co. (Textbook: Grades 8-12)	☐ -4	☐ -4	☐ -4
14. ECONOMICS: PROBLEMS, PRINCIPLES, PRIORITIES Golladay By: Addison-Wesley Publishing Co. (Textbook: Grades 10-12)	☐ -5	☐ -5	☐ -5
15. ECONOMICS FOR YOUNG AMERICANS - 1975, 1977, 1979 By: Chamber of Commerce of the U.S. (Multimedia Kit: Grades 9-12)	☐ -6	☐ -6	☐ -6
16. SMALL BUSINESS KEEPS AMERICA WORKING - 1979 By: Chamber of Commerce of the U.S. (Film: Grades 10-12)	☐ -7	☐ -7	☐ -7
17. IT'S A CAPITAL IDEA - 1978 By: Disney (Filmstrips: Grades 7-12)	☐ -8	☐ -8	☐ -8
18. PEOPLE ON MARKET STREET - 1978 By: Disney (Film series: Grades 9-12)	☐ -9	☐ -9	☐ -9
19. FERGI BUILDS BUSINESS - 1977 By: Disney (Film Series: Grades 7-12)	☐ -0	☐ -0	☐ -0
20. MRS. PEABODY'S BEACH - 1971 By: Disney (Film: Grades 8-12)	☐ -x	☐ -x	☐ -x
21. WORLD WITHOUT MONEY - 1971 By: Disney (Film: Grades 4-9)	☐ -y	☐ -y	☐ -y
22. MAN'S MATERIAL WELFARE - 1976 By: Dow Chemical Company (Film: Grades 9-12)	☐ 64-1	☐ 66-1	☐ 68-1
23. WHY FATHERS WORK - 1977 By: Encyclopedia Britannica Ed. Corp. (Film: Grades 7-9)	☐ -2	☐ -2	☐ -2
24. THE UNITED STATES ECONOMY IN ACTION - 1976 By: Educational Enrichment Materials (Filmstrip series: Grades 11-12)	☐ -3	☐ -3	☐ -3
25. CONSUMER EDUCATION - 1979 By: EMC Corporation (Multimedia Kit: Grades 7-12)	☐ -4	☐ -4	☐ -4

		Q.17a Used	Q.17b Used Most Often	Q.17c 5 Or 6 Favorites
26.	THE CONSUMER IN THE MARKETPLACE - 1976 Levy et. al. By: Fearon Pitman Publishers, Inc. (Textbook: Grades 9-12).....	☐ 69-1	☐ 71-1	☐ 73-1
27.	INTERNATIONAL ECONOMICS - 1977 By: Federal Reserve Bank of N.Y. (Filmstrips: Grades 11-12).....	☐ -2	☐ -2	☐ -2
28.	MAKING MONEY WORK - 1977 By: Federal Reserve Bank of NY (Filmstrip: Grades 9-12).....	☐ -3	☐ -3	☐ -3
29.	AGE OF UNCERTAINTY - 1976, 1977 By: Films Incorporated (Film Series: Grades 11-12).....	☐ -4	☐ -4	☐ -4
30.	SUPERHEROES OF MACROECONOMICS - 1976(Jackstadt) By: Follett Publishing Co. (Textbook: Grades 7-12).....	☐ -5	☐ -5	☐ -5
31.	CONSUMER EDUCATION - 1979 Maedke et. al. By: Glencoe Publishing Co., Inc. (Textbook: Grades 11-12).....	☐ -6	☐ -6	☐ -6
32.	ECONOMICS IN AMERICA - 1976 Bender & McCuen By: Greenhaven Social Studies School Service (Anthology: Grades 9-12).....	☐ -7	☐ -7	☐ -7
33.	INFLATION - 1976 By: General Telephone & Electronics (Film: Grades 11-12).....	☐ -8	☐ -8	☐ -8
34.	JOBS: WHERE TO THEY COME FROM - 1976 By: General Telephone & Electronics (Film: Grades 11-12).....	☐ -9	☐ -9	☐ -9
35.	ECONOMICS - TODAY AND TOMORROW - 1978 Miller By: Harper/Canfield (Textbook: Grades 9-12).....	☐ -0	☐ -0	☐ -0
36.	CONSUMER ECONOMICS - TODAY AND TOMORROW - 1978 Miller By: Harper/Canfield (Textbook: Grades 9-12).....	☐ -x	☐ -x	☐ -x
37.	DEVELOPMENT OF AMERICAN ECONOMIC LIFE - 1978 Heilbroner By: Harcourt Brace Jovanovich, Inc. (Textbook: Grades 9-12).....	☐ -y	☐ -y	☐ -y
38.	ADAM SMITH AND THE WEALTH OF NATIONS - 1976 By: Liberty Fund, Inc. Modern Talking Picture Service (Film: Grades 11-12).....	☐ 70-1	☐ 72-1	☐ 74-1
39.	THE AMERICAN CONSUMER - 1978 Jelley & Herrmann By: McGraw-Hill Book Co. (Textbook: Grades 11-12).....	☐ -2	☐ -2	☐ -2

		Q.17a Used	Q.17b Used Most Often	Q.17c 5 Or 6 Favorites
				Card 3
40.	ECONOMICS: PRINCIPLES AND PRACTICES - 1979 Brown et. al. By: Chas. Merrill Publishing Co. (Textbook: Grades 10-12)	☐ 75-1	☐ 77-1	☐ 5-1
41.	APPLYING ECONOMIC CONCEPTS - 1979 Brown & Symmes By: Chas. Merrill Publishing Co. (Textbook: Grades 10-12)	☐ -2	☐ -2	☐ -2
42.	URBAN ECONOMICS - 1978 Senn By: Chas. Merrill Publishing Co. (Textbook: Grades 9-12)	☐ -3	☐ -3	☐ -3
43.	AMERICAN ENTERPRISE - 1976 By: Phillips Petroleum Modern Talking Picture Service Karol Media (Film series: Grades 9-12)	☐ -4	☐ -4	☐ -4
44.	ECONOMICS AND THE AMERICAN DREAM By: Newsweek Inc. (Filmstrips: Grades 10-12)	☐ -5	☐ -5	☐ -5
45.	ECONOMICS AND THE GLOBAL SOCIETY By: Newsweek Inc. (Filmstrips: Grades 10-12)	☐ -6	☐ -6	☐ -6
46.	THE MEANING OF MONEY By: Newsweek Inc. (Filmstrips: Grades 7-12)	☐ -7	☐ -7	☐ -7
47.	AMERICAN ENTERPRISE TEACHING NOTES - since 1977 By: Phillips Petroleum Playback Associates (Newsletter: Grades 7-12)	☐ -8	☐ -8	☐ -8
48.	AN ECONOMIC PRIMER $$$ TO DONUTS - 1976 By: Prentice-Hall Media (Multimedia kit: Grades 7-12)	☐ -9	☐ -9	☐ -9
49.	FREE ENTERPRISE - 1976 By: Prentice-Hall Media (Filmstrips: Grades 7-12)	☐ -0	☐ -0	☐ -0
50.	FREE TO CHOOSE - 1979 By: Public Communications (Film Series: Grades 11-12)	☐ -x	☐ -x	☐ -x
51.	ECONOMICS FOR YOUNG ADULTS - 1977 Linder By: William Sadlier, Inc. (Textbook: Grades 7-9)	☐ -y	☐ -y	☐ -y
52.	REAL LIFE CONSUMER ECONOMICS - 1980 Herbst et. al. By: Scholastic Magazines, Inc. (Workbook, dittos, transprints; Grades 7-12)	☐ 76-1	☐ 78-1	☐ 6-1
53.	A SOUND INVESTMENT - 1978 By: Securities Industry Foundation for Economic Education (Filmstrip: Grades 10-12)	☐ -2	☐ -2 80-2	☐ -2

	Q. 17a Used	Q. 17b Used Most Often	Q. 17c 5 or 6 Favorites
54. ECONOMICS IN PLAIN ENGLISH - 1978 Silk By: Simon & Schuster, Inc. (Book: Grades 11-12).....	☐ 7-1	☐ 8-1	☐ 9-1
55. FREE ENTERPRISE IN THE UNITED STATES - 1980 Wyllie & Warmke By: Southwestern Publishing Co. (Textbook: Grades 9-12).....	☐ -2	☐ -2	☐ -2
56. ECONOMICS: MEETING PEOPLES' NEEDS - 1979 Watson By: Science Research Associates, Inc. (Textbook: Grades 9-12).....	☐ -3	☐ -3	☐ -3
57. THE AMERICAN ECONOMIC SYSTEM - 1979 By: Society for Visual Education, Inc. (Multimedia kit: Grades 9-12).....	☐ -4	☐ -4	☐ -4
58. HARD CHOICES - THE AMERICAN FREE ENTERPRISE SYSTEM AT WORK - 1979 Luker By: Sterling Swift Publishing Co. (Textbook: Grade 12).....	☐ -5	☐ -5	☐ -5
59. LIBRA - 1978 By: World Research, Inc. (Film: Grades 11-12).....	☐ -6	☐ -6	☐ -6
60. THE INFLATION FILE - 1979 By: World Research, Inc. (Film: Grades 11-12).....	☐ -7	☐ -7	☐ -7
Other (PLEASE SPECIFY UNDER Q. 17c).....	-8	-8	☐ _____ ☐ _____ ☐ _____ (SPECIFY)

10- 11-

18a. We are interested in finding out if there are any additional teaching aids or materials that you personally would find useful in your teaching of economics that you cannot get right now. Under Q.18a below, would you please check the boxes next to the types of additional teaching materials that you would find most useful. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.18a BELOW)

18b. Opposite each type of teaching aid that you have checked in Q.18a, would you please indicate the subject matter that you would find most useful in that particular teaching aid. (PLEASE RECORD VERBATIM UNDER Q.18b BELOW OPPOSITE EACH BOX CHECKED IN Q.18a)

	Q.18a Type of Aid	Q.18b Subject Content of Aid
A. Graphs, tables, charts.....	☐ 12-1	14- 15-
B. Maps.....	☐ -2	16- 17-
C. Textbooks.....	☐ -3	18- 19-
D. Pamphlets.....	☐ -4	20- 21-
E. Filmstrips.....	☐ -5	22- 23-
F. Slides.....	☐ -6	24- 25-
G. Films.....	☐ -7	26- 27-
H. Games, simulation techniques.....	☐ -8	28- 29-
I. Workbooks.....	☐ -9	30- 31-
J. Self-paced materials.....	☐ -0	32- 33-
K. Audio tapes.....	☐ -x	34- 35-
L. Video tapes.....	☐ -y	36- 37-
M. Other: _____	☐ 13-1	38- 39-
_____	☐	_____
_____	☐	_____
_____ (PLEASE SPECIFY)	☐	_____
N. None	☐ -x	

40- 41-

19. Listed below are some additional types of training that economics teachers like yourself have said that they would like to have. Please check the boxes next to any that you yourself would like to have. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW)

A.	In-service seminars/workshops in the subject matter of economics..... ☐	42-1
B.	In-service seminars/workshops in how to teach economics..... ☐	-2
C.	Summer courses in the subject matter of economics..... ☐	-3
D.	Summer courses in how to teach economics..... ☐	-4
E.	College/graduate credit courses in the subject matter of economics... ☐	-5
F.	College/graduate credit courses in how to teach economics..... ☐	-6
G.	More clearly defined guidelines on how to teach economics..... ☐	-7
H.	Other: _____ ☐	-8
	_____ ☐	
	_____ ☐	

(PLEASE SPECIFY)

PLEASE GO TO THE CLASSIFICATION DATA ON THE NEXT PAGE

CLASSIFICATION DATA: WE APPRECIATE YOUR FILLING OUT THIS FACTUAL INFORMATION WHICH WILL BE USED FOR ANALYTICAL PURPOSES ONLY.

A. Age: Into which of the following categories does your age fall?

18-24 years old	☐	43-1
25-34 years old	☐	-2
35-49 years old	☐	-3
50-64 years old	☐	-4
65 years old and over	☐	-5

B. Type of School: Is the school you teach in a junior high school, a senior or 4-year high school, or a combined junior and senior high school?

Junior high school	☐	44-1
Senior or 4-year high school	☐	-2
Combined junior and senior high school	☐	-3

C. Type of School: Is the school that you teach in a public, private or parochial school?

Public	☐	45-1
Private	☐	-2
Parochial	☐	-3

D1. What grades are included in your school? (CHECK AS MANY AS APPLY BELOW UNDER Q.D1)

D2. And what grade(s) or year(s) do you teach? (CHECK AS MANY AS APPLY BELOW UNDER Q.D2)

	D1 School		D2 Teachers	
6th grade	☐	46-1	☐	47-1
7th grade	☐	-2	☐	-2
8th grade	☐	-3	☐	-3
9th grade (Freshman)	☐	-4	☐	-4
10th grade (Sophomore)	☐	-5	☐	-5
11th grade (Junior)	☐	-6	☐	-6
12th grade (Senior)	☐	-7	☐	-7

E1. How long have you been teaching school? (CHECK ONE BOX ONLY BELOW UNDER Q.E1)

E2. And how long have you been teaching economics? (CHECK ONE BOX ONLY BELOW UNDER Q.E2)

	E1 Teaching		E2 Economics	
Less than 1 year	☐	48-1	☐	49-1
1 - 2 years	☐	-2	☐	-2
3 - 5 years	☐	-3	☐	-3
6 - 9 years	☐	-4	☐	-4
10 years or more	☐	-5	☐	-5

F1. Education: What was the last year of school that you completed?

High school graduate	☐	50-1
Some college	☐	-2
College graduate	☐	-3
Some graduate work	☐	-4
Master's degree	☐	-5
Doctorate	☐	-6

F2. Have you ever had any college or graduate level courses in economics? (PLEASE CHECK ONE BOX ONLY UNDER Q.F2 BELOW)

F3. Have you ever had any college or graduate level courses in how to teach economics? (PLEASE CHECK ONE BOX ONLY UNDER Q.F3 BELOW)

	F2 Economics		F3 How To Teach	
Yes	☐	51-1	☐	52-1
No	☐	-2	☐	-2

G1. What would you say is the average size class that you teach?

Less than 10 students	☐	53-1
10 - 19 students	☐	-2
20 - 29 students	☐	-3
30 - 39 students	☐	-4
40 students or more	☐	-5

G2. Approximately what percentage of the students in your school would you estimate go on to college?

Less than 10%	☐	54-1
10 - 19%	☐	-2
20 - 34%	☐	-3
35 - 49%	☐	-4
50 - 74%	☐	-5
75% or more	☐	-6
		-7

G3. How would you describe the racial composition of your school -- predominantly white, predominantly nonwhite, or about evenly mixed?

Predominantly white	☐	55-1
Predominantly nonwhite	☐	-2
Mixed	☐	-3
		-4

G4. How would you generally describe the socio-economic level of the families of the students in your school -- low, middle or high?

Low	☐	56-1
Middle	☐	-2
High	☐	-3
		-4

H1. Your Sex:

Male	☐	57-1
Female	☐	-2

H2. Your race:

White	☐	58-1
Black	☐	-2
Hispanic	☐	-3
Oriental	☐	-4
Other	☐	-5

80-3

APPENDIX D
STATES MANDATING ECONOMIC EDUCATION

STATE	ECONOMICS MANDATED*	REMARKS
Alabama	1 semester—grade 12	In September '81 optional at grade 9. The state board strongly urges the development of economic concepts, scope in sequence K–12.
Alaska		There is no requirement and none proposed. School districts handle their curriculum independently.
Arizona	1 semester Free Enterprise System—secondary level	Studies related to economics are included in social studies K–8 and social sciences on the secondary level.
Arkansas		
California	American Economic System and role of entrepreneur and labor	Some schools have economics as a graduation requirement. K–8 economics integrated into curriculum.
Colorado		Districts have control over curriculum.
Connecticut		Economic concepts are integrated into other subject areas.
Delaware	1 unit free enterprise required beginning no later than 8th grade.	Guidelines recommend instruction at grades 7–12. Consumer education recommended.
Florida	Free enterprise and consumer education.	Districts can choose how to handle the requirement.
Georgia	1 semester Economics/ Business/Free Enterprise 1 semester Personal Finance	State encourages economic concepts be integrated into curriculum at elementary level.
Hawaii		Economics is included in required curriculum under the heading of social studies K–12. Grades 11–12 have special units on Hawaii's Economy.
Idaho	1 semester Consumer Economics in high school	State has developed guidelines for teaching consumer economics.
Illinois	9 week minimum—Consumer Education grades 10–12	Guidelines for economic education, usually included in business education, home economics, social studies, and some math.

*Mandated is defined as any state legislature or state board of education requirement.

STATE	ECONOMICS MANDATED	REMARKS
Indiana		High school curriculum must include an elective in consumer economics.
Iowa		Within social studies, emphasis on general consumer education, includes comparative economics, family law and economics. This one unit may also be separated over entire course of instruction K–12.
Kansas		State Department of Education has created program that integrates economics/consumer education into social studies, mathematics, vocational agriculture, literature.
Kentucky	Consumer Education K–12	
Louisiana	½ unit on Free Enterprise—high school	
Maine		Legislation pending to mandate consumer economics. Economic concepts included in social studies and vocational education.
Maryland		Comprehensive framework for social studies being prepared which will list economics as one of the 7 areas of importance.
Massachusetts		
Michigan		Guidelines recommend teaching of consumer economics grades K–12.
Minnesota		State using the master curriculum guide by the Joint Council on Economic Education. Economics taught in three areas: personal, family and community economics.
Mississippi	1 unit each year K–12	Phased into curriculum on yearly schedule to be completed in 1981–82.
Missouri		Basic skills test for graduation includes portion on government and economics.
Montana		Pilot programs in economics have been introduced at elementary levels.

STATE	ECONOMICS MANDATED	REMARKS
Nebraska		
Nevada		Must teach "Thrift", which includes industry, productivity, earning, wise spending, taxes and economy of time and materials.
New Hampshire		
New Jersey		
New Mexico		Minimum standards integrate consumer economics and personal finance at all levels. Consumer economics added at high school level.
New York	State curriculum mandated K–12	Specific units on economics in 10th and 11th grades. In 12th grade advanced economics elective.
North Carolina	Free Enterprise system—high school	Economic education integrated K–12.
North Dakota		Economics/free enterprise elective at high school level.
Ohio		
Oklahoma	Free Enterprise—K–12	Economics taught in business education, social studies, and home economics—integrated into all levels. consumer economics/economics electives in high school.
Oregon	1 unit (1 year) high school	Economics and personal finance
Pennsylvania		State curriculum includes economics K–12.
Rhode Island	Consumer Education each year 8–12	
South Carolina	½ unit (1 semester)	State objective—by 1981 all schools teaching free enterprise. K–8 integrated into social studies.

STATE	ECONOMICS MANDATED	REMARKS
South Dakota	Non-specific requirement	
Tennessee	½ unit (1 semester) high school includes free enterprise	30 hours Junior Achievement can be substituted. K–8, economics included in social studies.
Texas	Free Enterprise— K–12	Elective at secondary level.
Utah	Free Enterprise— K–12	
Vermont		Active statewide economic education program including TV broadcasts, teaching materials, workshops, integrated into social studies and business education curriculum.
Virginia	1 unit Free Enterprise	Most schools teach government grade 12, which includes 1 unit on free enterprise. Standards of Learning (SOL) program in pilot stage, integrates economics at every level.
Washington		Have co-developed units with State Council on Economic Education, usually 2–3 weeks grades 3–12.
West Virginia		
Wisconsin	1 unit grade 7 grade 12—course required in 50% of state's districts	Economics incorporated into social studies K–12.
Wyoming		State Board of Education requires districts to offer remediation in several areas if necessary, free enterprise is one.

APPENDIX E
TEACHING AID SOURCE DIRECTORY

Addison-Wesley Publishing Co., Inc.
South Street
Reading, MA 08167
(617) 944-3700

The Advertising Council, Inc.
825 Third Avenue
New York, NY 10022
(212) 758-0400

Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210
Attention: College Sales Dept.
Sales: 1-800-526-4799

American Citizenship Center
Route 1, Box 141
Oklahoma City, OK 73111
(405) 478-1661

AMSCO School Publications, Inc.
315 Hudson Street
New York, NY 10013
(212) 675-7000

ATC Publishing Corp.
P.O. Box 5588
Lakeland, FL 33803
(813) 644-6009

Chamber of Commerce of the U.S.
Special Projects Division
1615 H Street, N.W.
Washington, D.C. 20062
(202) 659-6185

Walt Disney Educational Media Co.
500 S. Buena Vista Street
Burbank, CA 91521
(213) 840-1111

Dow Chemical Co.
Ruth Ann Wright
2030 Dow Center
Midland, MI 48640
(517) 636-0607

Educational Enrichment Materials
357 Adams Street
Bedford Hills, NY 10507
(914) 241-1350

EMC Corporation
180 East 6th Street
St. Paul, MN 55101
(612) 227-7366

Encyclopaedia Britannica Educational Corp.
3712 West Jarvis
Skokie, IL 60076
(312) 321-6640

Federal Reserve Bank of New York
33 Liberty Street—Public Information Dept.
New York, NY 10045
(212) 791-5000

Films, Inc.
733 Green Bay Road
Wilmette, IL 60091
Sales: (312) 256-3200
Rental: (312) 256-4730

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607
(312) 666-5858

General Telephone & Electronics
Public Affairs Dept.
One Stanford Forum
Stanford, CT 06904
(203) 357-2000

Glencoe Publishing Co., Inc.
17337 Ventura Boulevard
Encino, CA 91316
(213) 990-3080

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017
(212) 888-3353

Harper/Canfield
Harper & Row Publishers, Inc.
10 East 53 Street
New York, NY 10022
(212) 593-7090

Joint Council on Economic Education
1212 Avenue of the Americas
New York, NY 10036
(212) 582-5150

Karol Media
625 From Road
Paramus, NJ 07652
(201) 262-4170

McGraw-Hill Book Co.
Princeton Road
Hightstown, NJ 08520
(609) 448-9060

Charles Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216
Toll Free: 1-800-848-6205

Modern Talking Picture Service
Film Scheduling Center
5000 Park Street North
St. Petersburg, FL 33709
(813) 541-6661

Newsweek, Inc.
Educational Audio Visual
Pleasantville, NY 10570
(914) 769-6332

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002
(415) 592-7810

Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591
(914) 631-8300

Public Communications
P.O. Box 10
Erie, PA 16512
(814) 455-1864

William Sadlier, Inc.
11 Park Place
New York, NY 10007
(212) 227-2120

Scholastic Magazines, Inc.
900 Sylvan Avenue
Englewood Cliffs, NJ 07632
(201) 567-7900

Science Research Associates, Inc.
155 Wacker Drive
Chicago, IL 60606
(312) 525-1500

Securities Industry Foundation for Economic Education
20 Broad Street
New York, NY 10005
(212) 425-2700

Simon & Schuster, Inc.
1230 Avenue of the Americas
New York, NY 10020
(212) 245-6400

Social Studies School Service
10,000 Culver Boulevard, Dept. 45
Culver City, CA 90230
(213) 839-2436

Society for Visual Education, Inc.
1345 West Diversey Parkway
Chicago, IL 60614
(312) 525-1500

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
(513) 271-8811

Sterling Swift Publishing Co.
P.O. Box 188
Manchaca, TX 78652
(512) 444-7570

World Research, Inc.
11722 Sorrento Valley Road
San Diego, CA 92121
(714) 755-9761

APPENDIX F
OVERVIEW BIBLIOGRAPHY

The research cited in the Overview of Major Findings does not provide an extremely strong parallel upon which to base observations of changes in the state of economic education. Comparisons made in the Overview rely, therefore, on available data, empirical results, and what is accepted as "conventional wisdom" in the economic education profession.

1. **Bach, G.L., and Phillip Saunders,** "Economic Education: Aspirations and Achievements," AMERICAN ECONOMIC REVIEW. Nashville, Tennessee, June, 1965.

2. **Ellis, Irby C.,** "A Study of the Status of Economic Education in the Secondary Schools in Mississippi." Doctoral dissertation. Hattiesburg, Mississippi: University of Southern Mississippi, 1969. (University Microfilms 69–20, 148)

3. **Dawson, George G.,** ECONOMICS FOR THE TERMINAL HIGH SCHOOL STUDENT: A SUPPLEMENTARY REPORT. New York, New York: Center for Economic Education, New York University, 1966.

4. **Clark, Marvin A.,** "Economic Understanding of Tenth Grade Students: A Comparison of Students Who Have Taken General Business with Those Who Have Not Taken the Course." Masters thesis. Minneapolis, Minnesota: University of Minnesota, 1967.

5. **Vivian, Neil E.,** "Economic Understanding of Distributive Education Students." Doctoral dissertation. Minneapolis, Minnesota: University of Minnesota, 1966. (University Microfilms 66–12, 253)

6. **Soreason, Norman,** "Economic Understanding of Senior Students in the Omaha, Nebraska, Public Schools." Doctoral dissertation. Lincoln, Nebraska: University of Nebraska Teachers College, 1967. (University Microfilms 67–15, 995)

7. **Thompson, Paul J.,** "An Analysis of the Instruction Program in Economics of Southwest Minnesota Public Senior High Schools." Doctoral dissertation. Iowa City, Iowa: University of Iowa, 1968.

8. **Highsmith, Robert L., and Darrell R. Lewis,** A STATE-WIDE PROFILE OF ECONOMIC EDUCATION IN MINNESOTA'S SECONDARY SCHOOLS. Minneapolis, Minnesota: Minnesota State Council on Economic Education, 1971.

9. **Emerson, Tobe,** A PROGRAM CALLED INDUSTRIOLOGY. D.E.E.P. Project. Winneconne, Wisconsin: Winneconne Public Schools, 1969.

10. **Miller, Keith,** "An Analysis of the American Problems Courses in the Shasta High School District to Determine Their Contribution to Economic Competency, 1968." Masters thesis. Provo, Utah: Brigham Young University, 1970.

11. **Healey, Ruth W.,** "An Analysis of Economic Understandings of High School Senior Students and Non-College Bound Graduates of a Northern Illinois High School, 1960–65." Doctoral dissertation. DeKalb, Illinois: Northern Illinois University, 1965.

12. **Hemmer, William V.,** "The Development of an Affective Scale and its Use In Comparing Affective and Cognitive Changes During Twelfth Grade Economics Instruction." Doctoral dissertation. Albany, New York: State University of New York, 1969. (University Microfilms No. 70–1,888.)

13. **Dudycha, Leone T., Thomas B. Duff, and Harold E. Malmer,** BUSINESS-ECONOMICS CURRICULUM PROJECT. Richfield, Minnesota: Richfield Public Schools, 1971.

14. **Nelson, James B.,** "An Evaluation of the ECON 12 Economic Education Project." Ed.D. dissertation. Berkeley, California: University of California, 1971.

15. **Attiyeh, Richard and Keith Lumsden,** "The Effectiveness of 'Programmed Learning' in Economics." AMERICAN ECONOMIC REVIEW. Nashville, Tennessee, May, 1965.

16. **Clark, Marvin A.,** "Incidental Learning of Economics in Beginning Typewriting" Doctoral dissertation. Minneapolis, Minnesota: University of Minnesota, 1967.

17. **Wilson, Bobbye Joan,** "A Measurement of Selected Economic Understandings of Junior Achievers." Doctoral dissertation. Columbus, Ohio: Ohio State University, 1967. (University Microfilms 68–8, 895)

17a. **Wilson, B.J.,** "Does Junior Achievement Result in More Economic Understanding?" BUSINESS EDUCATION FORUM, Vol. 24, November 1969.

18. **Anderson, C. Raymond,** "The Effectiveness of a Simulation Game in Teaching Consumer Credit in the Secondary School." Doctoral dissertation. College Park, Maryland: University of Maryland, 1969. (University Microfilms 70–13705)

19. **Saunders, Phillip,** DEVELOPING AND TESTING ECONOMICS MATERIALS FOR GRADES 8-12. (Title supplied by compiler.) D.E.E.P. Project. Pittsburgh, Pennsylvania: Pittsburgh Public Schools and Carnegie-Mellon University, 1968.

20. **Luker, William A.,** INTEGRATIVE MANPOWER-ECONOMIC EDUCATION: AN EXPERIMENT IN CURRICULAR CHANGE. Denton, Texas: Manpower and Industrial Relations Institute, 1974.

20a. **Luker, William A.,** "The Relationship Between Elements of the Affective Domain and Knowledge of Economic Concepts." Unpublished paper. Denton, Texas: North Texas State University, 1970.

21. **Anderson, S.B., et al.,** SOCIAL STUDIES IN SECONDARY SCHOOLS: A SURVEY OF COURSES AND PRACTICES. Educational Testing Service, Princeton, N.J., 1964.

22. **Dawson, George G.,** ECONOMIC EDUCATION OF TEACHER TRAINEES IN AMERICA. Center for Economic Education, New York University, New York, N.Y., 1967.